

ATHLETIC JOURNAL

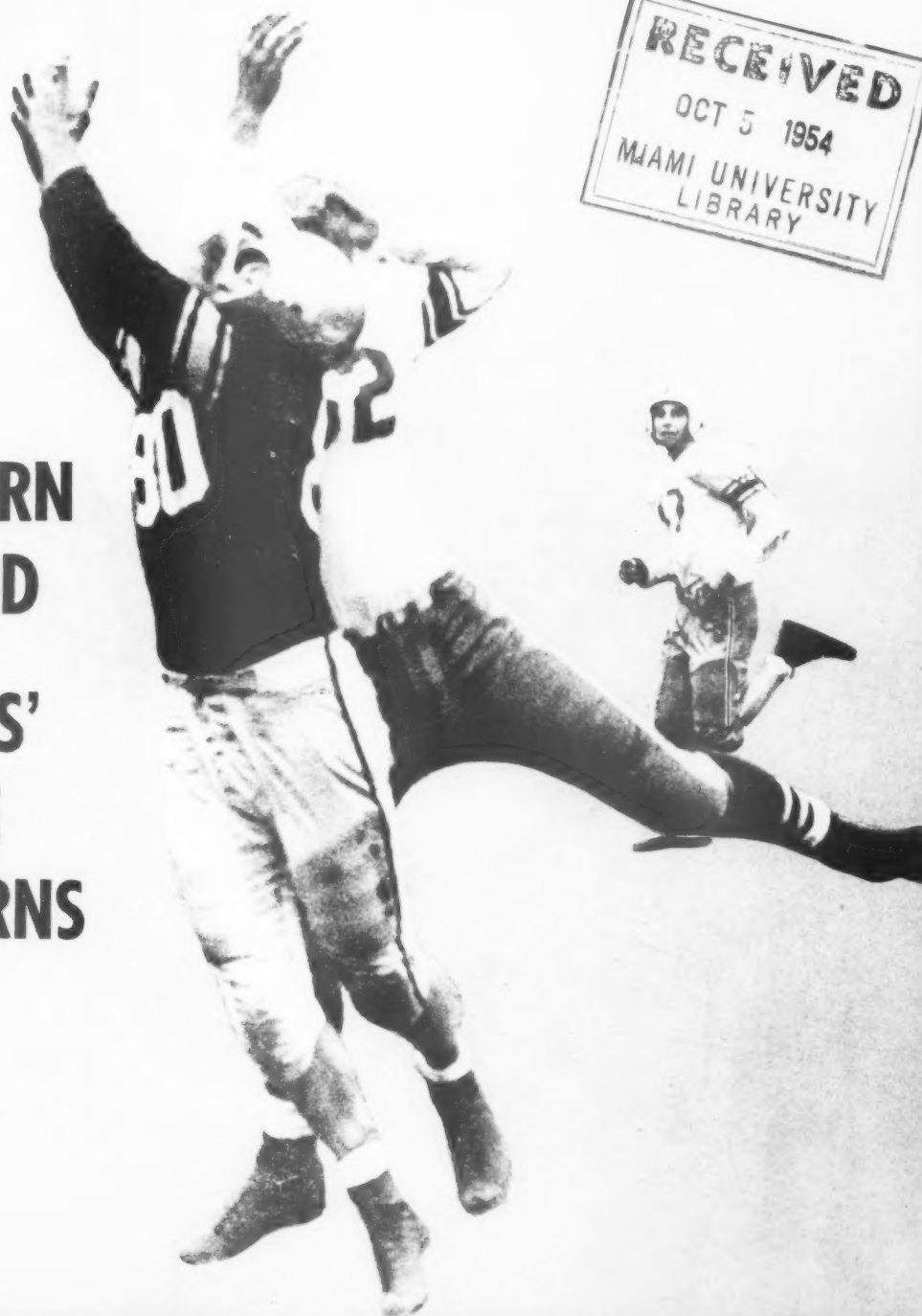
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VOL. XXXV No. 2

October, 1954



**PASS PATTERN
SHORTHAND
AND
OPPONENTS'
FAVORITE
PASS PATTERNS**

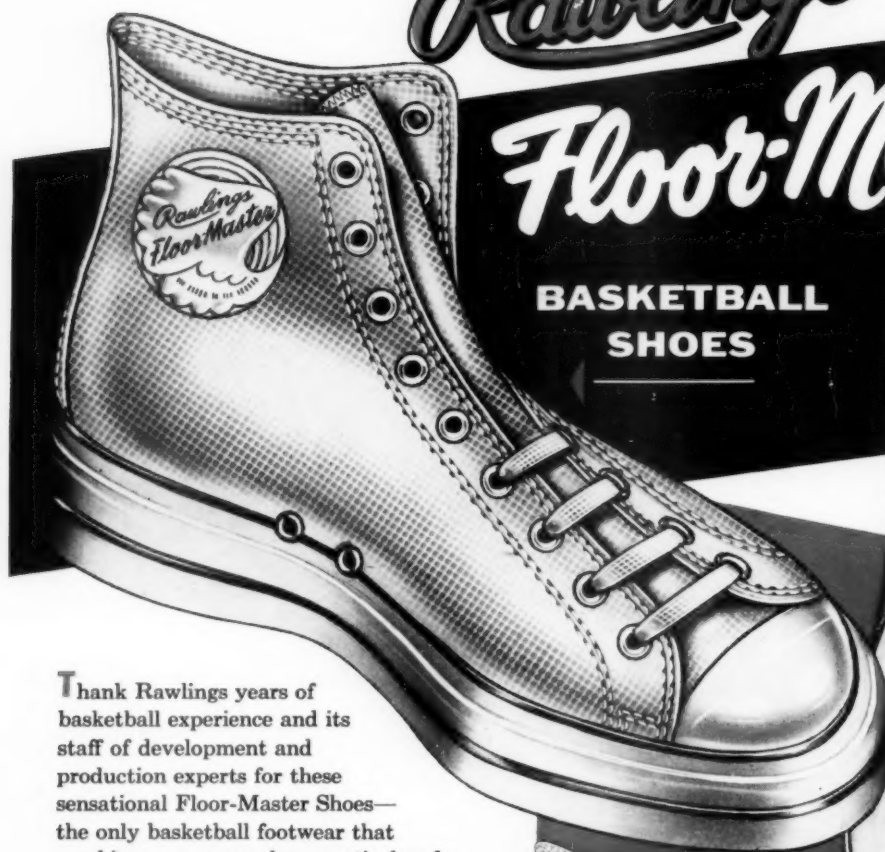


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FRONT COVER ILLUSTRATION

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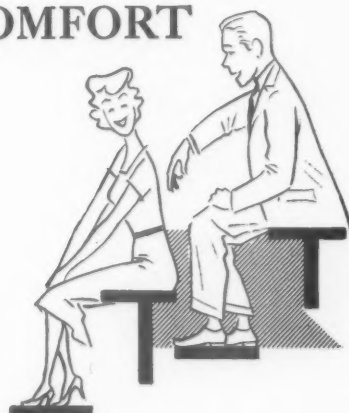
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Head Coach of Football, Georgia Tech

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from here and there



WHEN Fritz Crisler was actively engaged in coaching it was his custom to watch the conclusion of the freshman practice after dismissing the varsity team. On one occasion he stood near the goal line watching a scrimmage. As he watched, an end assigned to block the opposing tackle dove furiously at his opponent and missed. He picked himself up and dove at the defensive halfback only to score another spectacular miss. Undaunted he whirled to his feet and drove at the safety man, again scoring a clean miss as he rolled into the end zone. As he got to his feet, Fritz quietly remarked: "Son, next time you come down this far, you might as well bring the ball with you." . . . Remember when football players generally majored in physical education? Tain't so, no more — at least it isn't at Oklahoma where only four of this season's squad have selected that major. Twelve are majoring in engineering; eleven in business; seven in education; five in geology; four in industrial education; and one each in government, architecture, sociology, history, economics, pre-law, philosophy and English. At Penn State only 15 of the 55-man squad are physical education majors . . . A unique experiment in scheduling is being conducted by Pomona-Claremont College in that three of its conference football opponents will be played twice this season. Dual games are scheduled with Redlands, Occidental, and Cal. Tech. . . . John Kobs, veteran Michigan State baseball coach, has only had four losing seasons in 30 years as head coach . . . Missouri's traveling squads in basketball, track, and baseball will wear a dark blue sports coat with the word "Missouri" embossed on the breast pocket. This is an outstanding example of good public relations . . . Basketball, long the king of scholastic sports, is being threatened in New York state by baseball. Ninety-nine and four-tenths per cent of the New York schools play basketball and a surprisingly high 99.2 per cent play baseball. Also of interest is the fact that 61 per cent of the New York schools have softball on an interscholastic basis. This

represents an increase of 49 per cent over the 1948-49 figure.

HARRY RABENHORST, assistant athletic director and basketball and baseball coach at LSU, holds the unique distinction of having been simultaneously both coach and captain of his college football team. This unusual occurrence happened during both the 1918 and 1919 seasons at Wake Forest. The following year he was captain. Thus, he served as coach for two years and captain for three years, all in the space of three years. Wake Forest has had seventeen football coaches in its history and seven of these served only one year . . . Last year Minnesota had 451 out of 482 member schools playing football. The growth of the eight-man game is indicated by the fact that 105 schools played this variety of football as against 80 playing the six or seven-man game . . . The Amateur Athletic Union, 233 Broadway, New York 7, has prepared a *Junior Physical Fitness and Proficiency Test* for both boys and girls from ages 6 to 15. These tests and certificates of achievement will be forwarded free to any school requesting them . . . Seven members of Bud Wilkinson's undefeated 1949 Oklahoma football team are coaching. They are Jack Mitchell and his line coach, Pete Tillman, at Wichita; Darrell Royal, new head coach at Mississippi State; Dee Andros, line coach at Texas Tech; Jim Owens, end coach at Texas A&M; Bobby Goad, coach at Will Rogers High School in Tulsa; and Boyd McGugan, coach at Norman, Oklahoma High School.

A most praiseworthy endeavor is the annual Eastern Athletic Field Tour which is conducted under the auspices of West Point Products Corporation. This year's tour which included agronomists, municipal officials, and experimental station administrators studied turf in and around New York City including major league baseball parks, recreation areas, and Baker Field at Columbia.

THE ATHLETIC JOURNAL



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FLEXIBILITY is probably the outstanding common feature of all phases of football today. Rigidity is synonymous with old-fashioned. When devising new patterns we keep an eye upon the facility with which they can be modified or substantially altered. The coach demands flexibility in his pass patterns in order to explore various defenses and to exploit individual weaknesses which are revealed by the defensive personnel. Too often, extreme measures are adopted to gain flexibility and use of a sense of proportion is neglected.

Many methods are employed to attain flexibility. The eligible receivers can be lettered and a terminology of various maneuvers can be used. One maneuver is assigned to each lettered man. The resultant pattern does not exist by itself but is a by-product of the primary aim of flexibility. Another more exact method divides the defensive area into zones, and then sends the lettered receivers into the prescribed zones, where they execute maneuvers selected from the terminology. There are numerous other approaches to pass pattern flexibility; most of them reveal a drive for flexibility at the expense of many other requirements of a well-rounded pass offense.

In 1951 we had become dissatisfied with the pass pattern system we

were using. To aid us in our search for a new system, we listed the features which we thought should be incorporated into a passing attack and then weighed them in the light of our specific troubles. In this breakdown we found that the main thread run-

Pass Pattern Shorthand

BY WILLIAM G. WHITTON

Assistant Football Coach, Edgemoor University

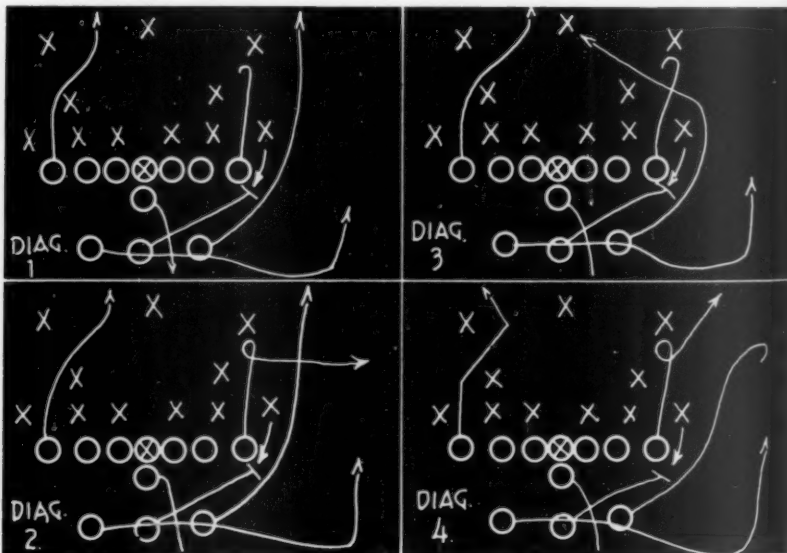
By DR. Professor Physical Florida

ning through our problems was the limited practice time. Since insufficient practice time can ruin an otherwise vigorous offense, we decided upon the following basic factors for a pass pattern system:

1. Each pattern must have a fixed appearance to speed up drills along concrete lines.

2. It must be flexible without being complicated.

(Continued on page 40)



Opponents Favorite Pass Patterns

By DR. DON VELLER
Professor of
Physical Education,
Florida State

Editor's Note: This is the continuation of an article which appeared in the September issue.

Diagram 22 shows a single wing pass which is hard to defend. If both the halfback and safety man follow the man coming into their territory, then No. 2 is open. A similar play can be adapted to the T by having

No. 5 go shallow across the line of scrimmage past the original position of his right tackle, then follow the path run by No. 2 as shown in Diagram 22.

Another effective pass which spells trouble for the defense is shown in Diagram 23. On this play the passer keys on the weak-side backer. If No. 5 is open, he lets him have the ball. However, if the linebacker on that side covers No. 5, then the ball is tossed to No. 1 as shown in the diagram. Number 2 is ready to block. This play has scored several touchdowns for its originator.

One of our opposing coaches had

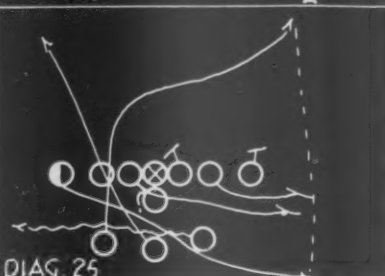
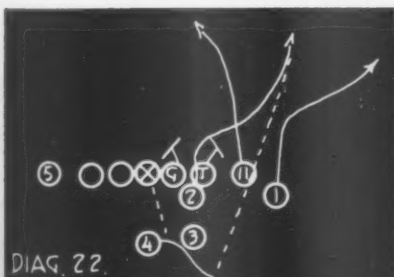


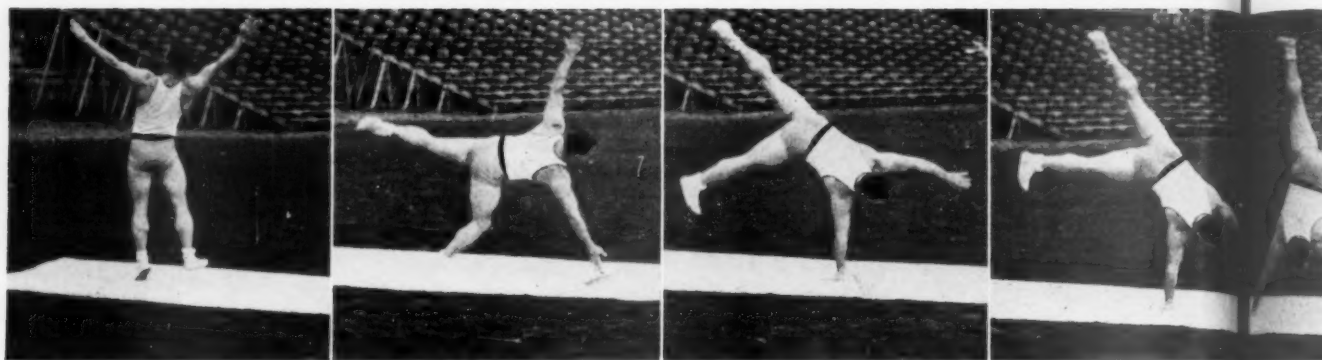
an adequate passer at left end so he dreamed up the passes which are shown in Diagrams 24 and 25. The records show that these were not just fancy diagrams; they were scoring plays.

The next five passes (Diagrams 26, 27, 28, 29, and 30) are fairly similar in philosophy. In our opinion, the pass which is shown in Diagram 26 is one of the best in football today. It is extremely difficult to defend without weakening the defense against running. It is also effective when it is used from the standing T (no flankers or men-in-motion). On this pass No. 1 takes the path of No. 4 who now flares around from his left halfback position and uses the path followed by No. 1 in Diagram 26. The pass shown in Diagram 27 can be called when the situation requires a *mean* pass. Diagrams 28 and 29 show running passes; the latter was used by a split T team. The pass shown in Diagram 30 is particularly good when opponents are afraid of the guard trap play.

In Diagram 31 we see a pass which places a burden on the safety man

(Continued on page 36)





TUMBLING—A Comparison and Analysis

By **DICK HOLZAEFEL**
Gymnastics Coach, University of Iowa

THE tumbling stunts to be discussed in the series of articles in this and subsequent issues are presented in an attempt to answer many questions concerning the following: 1. Stunt nomenclature. 2. Similarities of performance. 3. Mechanics of performance.

We will not attempt to suggest one name for a stunt or one way of learning, teaching, or performing any particular stunt. It is our desire to present the ideas used at Iowa University regarding the reasons for performing stunts in one particular way when there are several choices. An example would be the use of the split-foot landing from a front handspring rather than a two-foot landing.

The performers are Robert Hazlett, Big Ten, NCAA, and NAAU title holder in tumbling and trampolining and Walter Patterson, freshman member of the Iowa University Gymnastics Team.

The Cartwheel. This stunt should

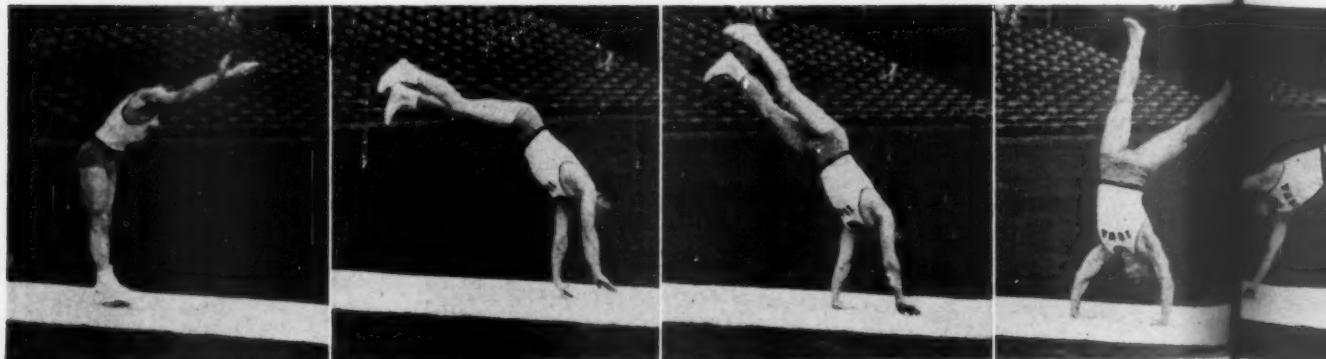
be executed so that the arms, head, and legs of the performer resemble the spokes in a wagon wheel. This stunt is more generally used in physical education classes for girls. However, boys are surprised at how difficult it is to perform this stunt well. Execution is as follows:

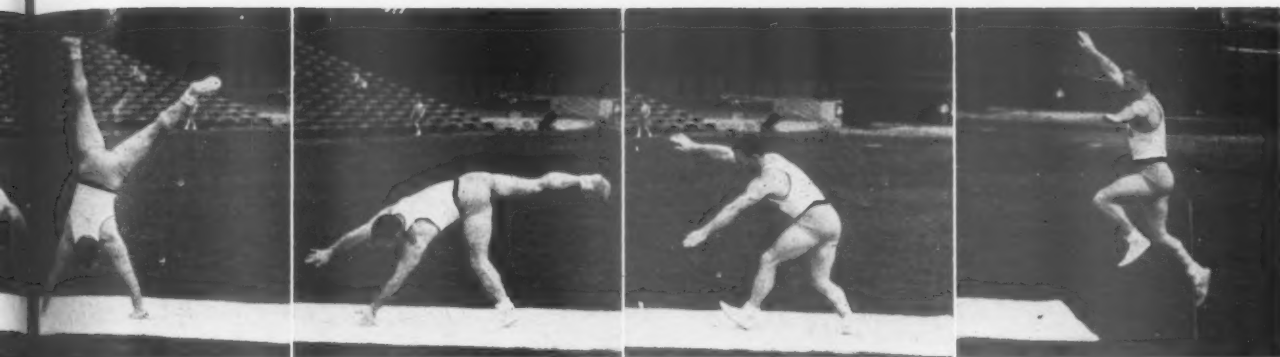
- 1). The performer steps out with his right foot. (All stunts may also be executed from the left foot).
- 2). He places his right hand down directly in line with his right foot — not too far in front of his foot to prevent bucking the stunt.
- 3). Then he places his left hand down in line with his right hand and right foot.
- 4). The performer's head is up and his eyes look toward the last hand (his left) which is placed on the mat. Eyes are very important in holding balance, position, and direction.
- 5). His back is arched. The performer's hips should not be allowed to flex although inexperienced performers will undoubtedly flex their hips.
- 6). The

performer's arms take the place of his legs for support and forward momentum is gained by the throw of his arms, flexion of his hips, and whip of his left leg upward and forward. 7). His left leg continues over and is placed on the mat in line with his left hand. 8). The performer's right leg follows his left and is placed in line with it. 9). Then his body comes to an erect position in a stand sideways.

A suggested method of teaching is to draw a straight line down the center of the mat and instruct the performer to place his hands and feet on this line.

- 1). The performer should not place his hands out of line.
- 2). He should not duck his head.
- 3). His opposite hand and foot should not be advanced.
- 4). He should not flex his body.
- 5). The performer should not dive too far forward for proper hand placement.
- 6). He should not start from a side stand.





The Round Off. This is a natural stunt to follow the cartwheel for a normal progression. It seems to be easier to learn than a cartwheel. The round off has often been described as a cartwheel with a quarter of a turn inward. Execution is as follows:

1). The performer's right foot is advanced. 2). He places his right hand down directly in line with his right foot — closer than in the cartwheel. 3). Then he places his left hand in line with his right hand and right foot. 4). Both of his hands are carried closer together than in the cartwheel which results in an almost simultaneous placement on the mats. 5). The performer's head is up and his eyes look toward his last hand (his left) which is placed on the mats. 6). His arms and trunk are forcefully whipped downward to initiate the stunt. 7). Then his left leg is flung upward and forward, followed by his right leg. 8). The performer's legs are closed at the inverted portion of the stunt. 9). A quarter of a twist inward is executed by the performer dropping his left leg to the right after his left hand has contacted the mat. 10). Both of his legs are driven downward strongly by forceful hip flexion. 11). The performer's upper trunk is straightened and his head is raised. Movement is executed as shown in No. 10. The performer is now facing in the original running position.

THE CARTWHEEL

1). The performer should not under place his left hand. 2). He should not place his right hand off to the right. 3). The performer should not fail to close his legs. 4). He should not fail to raise his buttocks along with his throwing leg. 5). The performer should not float his hips. 6). He should not fail to raise his upper trunk and head for the finish.

Note all picture series read from right to left.

The purpose of executing this stunt in a routine is to permit the performer a forward running start to gain momentum and then utilize it in a backward series.

The Tinsica. Performance of this stunt is as follows: The right foot will be used for uniformity.

1). The performer steps out with his right foot. 2). Then he places his right hand down directly in line with his right foot. 3). He places his left hand down in line with his right hand and foot. 4). His eyes look toward the last hand placed — but only temporarily and not as in the cart-

wheel. 5). At this point a cartwheel has been executed and the twist outward is ready to be executed. 6). Now the performer's head is turned to the right and his gaze is upward. 7). His right arm and leg are thrown to the right and backward, thus opening up the stunt. 8). The performer's left arm drives on forward to complete the movement. 9). His left arm acts as a vaulting pole and his left leg which is whipping downward gives momentum.

The tinsica resembles the cartwheel very closely and unlike the round off it allows the forward motion to continue. Another tinsica, handspring or forward somersault can follow this stunt.

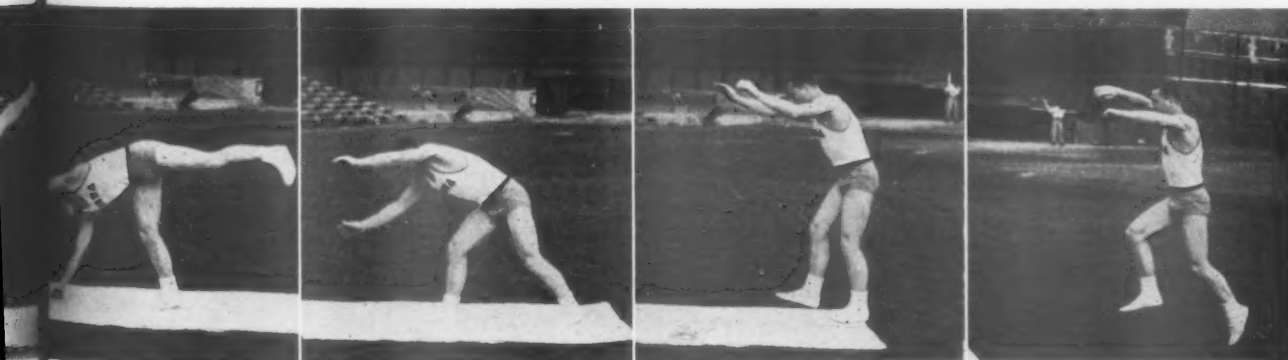
A round-off start can be turned into a form of tinsica and is used by some coaches, thus permitting a one or two-foot landing.

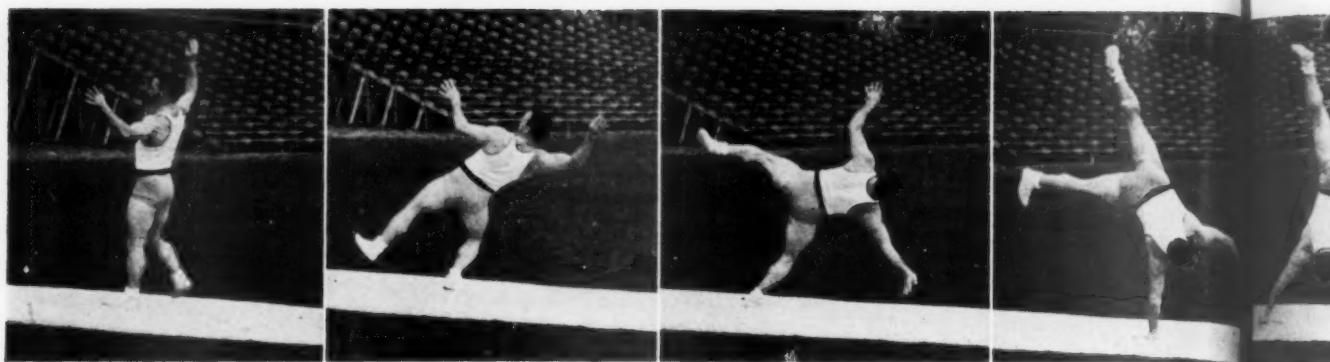
Suggested Teaching Method. The performer shown in the illustrations is using a run to gain momentum which allows a longer initial dive than a standing start. However, a standing start is recommended for beginners. Spotting should be done by an instructor, with his arm under the performer's back. The performer should remember to use his last arm as a vaulting pole.

The Roll and Kip or Snap Up or Upstart. The suggested method of execution is as follows:

1). From a slow elongated forward

THE ROUND OFF





THE TINSICA

Note all picture series read from right to left.

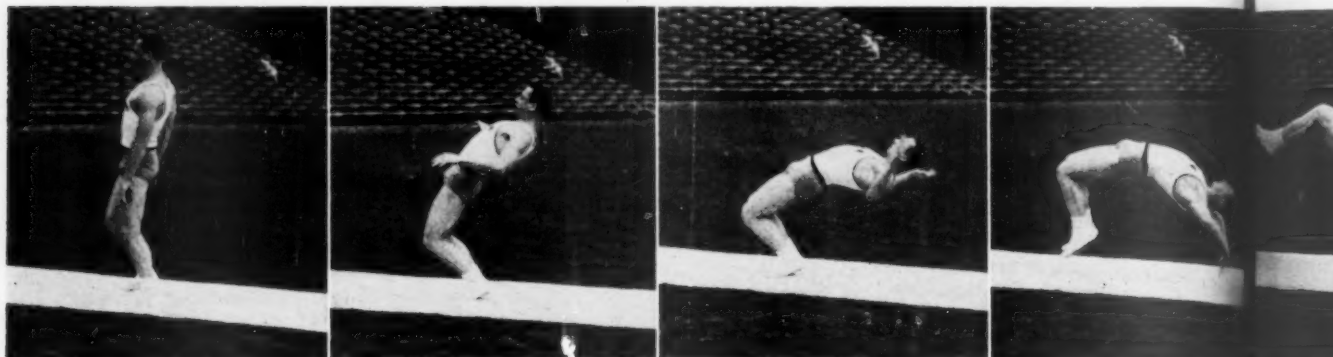


roll the performer assumes the kip position which is a deep pike of his body, with his chin on his chest and his hands on the mat. 2). Then his hips are lowered. 3). His legs and back are extended upward and forward arching deeply. 4). The performer's hands push against the mat strongly. 5). Then his chest and head are pulled upward and forward. 6).

His feet are cut deeply under his body. 7). The performer's trunk continues forward in order to keep momentum moving.

Suggestions: 1). This stunt should be learned from the prone position with the performer's arms out at his sides and his palms down. 2). The performer should swing to a pike position and then snap his feet forward

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THE ROLL AND KIP OR SNAP UP OR UPSTART

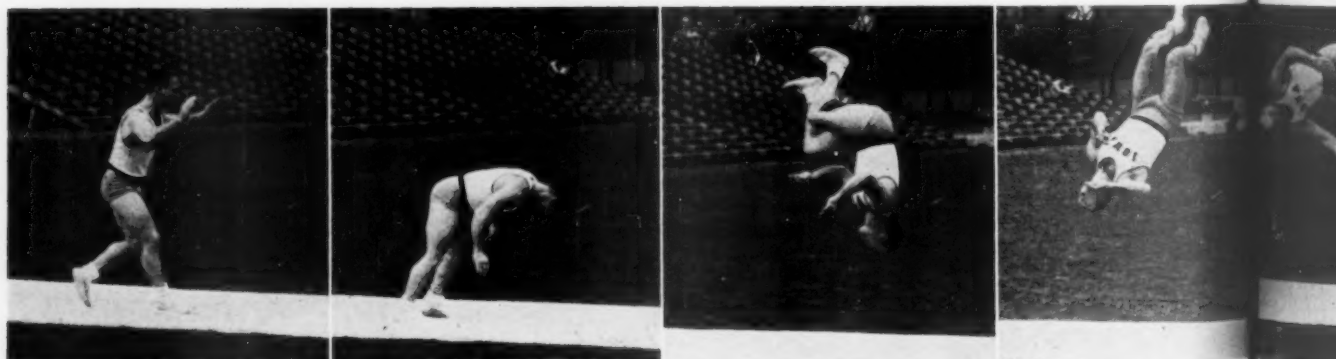
BARANI—BRANDY BARANI OR FRONT ONE-HALF TWISTING SOMERSAULT

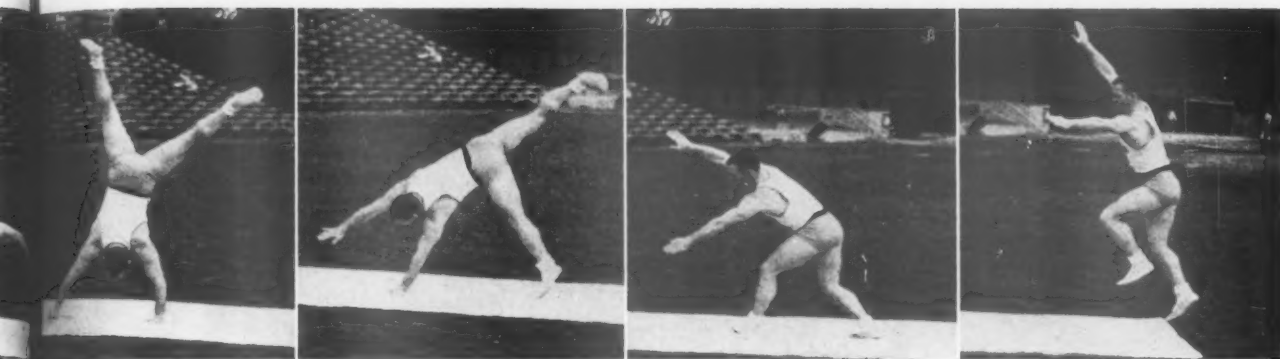
Below

and downward executing a wrestler's bridge. 3). Next, he should use his hands to learn to push but should have a spotter lift his back.

1). The performer should not try to throw his legs without first dropping his hips. 2). He should not fail to throw his legs from a pike upward and forward. 3). The performer should not stop in a pike position. 4).

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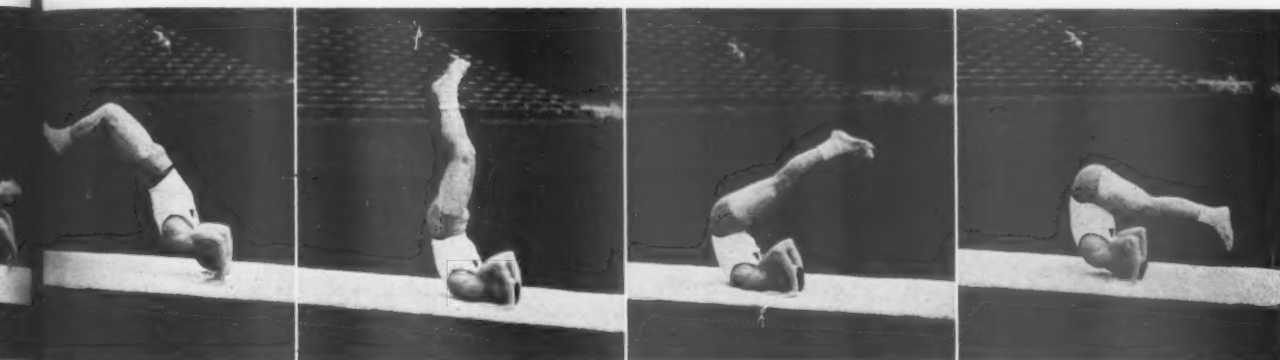
He should not keep his legs together at first. 5). The performer should not fail to keep his head pulling forward.

Barani—Brandy Barani. Front One-Half Twisting Somersault. This stunt is performed as follows:

1). The performer executes a take-off from both feet as in a front somersault. 2). His arms are flung to the rear and then forward and upward.

left arm. 6). His head is down and his gaze is on the mats. 7). Next, the performer's hips are extended to allow the twist to take in his whole body. 8). As his shoulders finish the twist his hips may twist on this foundation as well as flex downward to complete the somersault. 9). The rotation of the somersault instituted on the take-off plus the forceful hip

good round off, and then a front somersault. 2). A round off should be taught in which the hip lift is so strong the performer has difficulty touching the floor with his hands. Plenty of landing pads should be used. 3). A high chest for height on the take-off should be emphasized. 4). Strong hip or trunk flexion plus bent knees to speed up the rotation



3). At the top of the somersault his right arm is thrown or flung across his chest, while his left arm is driven to the left and backward. 4). His right shoulder is also driven to the left and forward, initiating the twist and using the right angle formed at his hips as the anchor. 5). The performer's hip follows his right arm in direction and his left hip follows his

flexion and tucking of knees after the twist should all be vigorous enough to allow completion of the stunt. 10). The performer's head and chest are lifted upward for the landing, while his hips are driven under. 11). His arms will be in good position for the following stunt.

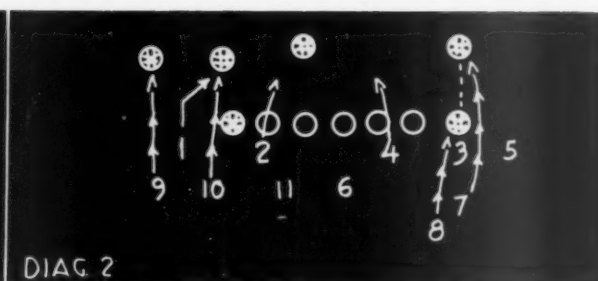
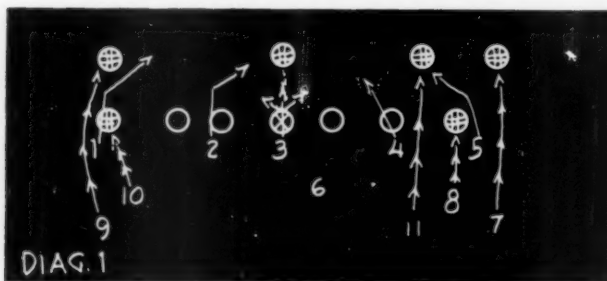
Suggestions: 1). The performer should be taught a good cartwheel, a

should be stressed. 5). The trampoline should be used for primary instruction.

1). The performer should not throw down for a low somersault. 2). He should not dive forward. 3). He should not throw sideward.

The barani is very similar to the round off and to the somersault with a one-half twist.





A Simple Rule Defense for

ONE of the big headaches which confronts high school coaches is the surprise spread formation. We encounter very few true spread teams that use spreads as their basic offensive system, but we run into several occasional *spreaders* each season.

In most cases these surprise spreads, in order to be surprises, are not shown in the previous week's game; therefore, we have no opportunity to scout them or to set a defense for them. In fact, we suspect that the majority of these spreads are designed and practiced for one game and one game alone. It would take an exceptional group of boys to perfect a new offense each week and be able to use it with much authority. We feel that the primary objective of most surprise spreads is to confuse. A good passer or runner can pick a confused and disorganized defense to pieces, possibly getting that early touchdown which can change the tide of any game. In our opinion, it is more important for us to go immediately into some simple defense that we understand and can apply to any spread variation than it is to try to match wits with the opponents on their *trumped up* surprise spread offense.

In trying to combat the inevitable defensive confusion following a surprise spread we have set up a rule system of defense for meeting these situations. Just as in any other defense, we have attempted to cover all eligible pass receivers and to meet their running threat adequately. It is not always, or even often, the best defense possible against any given spread; but we do believe it gives our players something reasonably sound to fall back on, or, as one of our tackles put it, *some place to go*, when the opponents come out of the huddle and run all over the field. We think it is important to the players' confidence to know that at any

moment they can make an intelligent adjustment to any spread our opponents may choose to employ, and it has been our experience that the number of possible variations of the spread is almost unlimited.

We teach the spread rule defense early in the season and brush through it each week during defensive scrimmage. A number of times our boys have reacted beautifully when the opponents scattered.

This defense consists of eleven rules, and one rule is assigned to

BEN BURTON played at Southern State College and Arkansas State Teachers College, graduating from the latter. In three years of coaching at DeQueen, Arkansas his teams won 28 and tied 1 out of 33 games played. This record includes two undefeated seasons and two district championships. He moved to Malvern during the summer.

each player. The means of assigning the rules would vary with individual coaches. The simplest way would be to assign the rules to each defensive position. This method, however, could cause some confusion where a coach changes defenses week after week. Any way would work, as long as each man on defense has and knows a rule, the requirements of which he could fulfill.

The system we use is to assign the rules entirely on a personnel basis. If Joe Smith is particularly adept at covering on pass defense and is a

good safe tackler in the open field, we assign him a rule which makes the best use of his capabilities. The disadvantage of this method is in substituting. We may have Don substituting for Joe and Don may not have these particular abilities, but we require each boy who is placed in the game to know and use the spread rule assigned to the boy for whom he substituted.

Whatever method of assignment is used, we feel that it is important for every boy or position to keep the same rule all through the season so that he may practice it and become familiar with its application to as many and as varied spreads as we can dream up in practice.

This simple defense for surprise spreads is shown in Diagram 1 and the rules for it are as follows:

Player No. 1 plays the side of the field to his left. He should play as far to the inside as possible but should not permit himself to be flanked by more than one man. He crosses the line of scrimmage and turns the run to the inside or rushes the passer. This boy could possibly be the left defensive end. He should be rangy, know how to use his hands, and be hard to get off his feet.

Counting from his left, player No. 2 should take a position on the line of scrimmage where he is as far in as possible but he should not be flanked by more than three men. He should cross the line of scrimmage and converge cautiously on the ball-carrier or passer. This player should be a good, hard rushing boy, possibly one of the tackles, who can hold his ground when the pressure is on him.

Number 3 plays on the nose of the man who is snapping the ball. He rushes viciously and follows the ball. The quickest lineman should play here. He must be able to run and tackle.

BY BEN F. BURTON

Football Coach,
Malvern, Arkansas, High School

Counting from the defensive right side, player No. 4 should take a position on the line of scrimmage where he is as far in as possible, but he should not be flanked by more than three men. He crosses the line of scrimmage and converges cautiously on the ball-carrier or passer. A big, rough boy could play here if he can hold his own against pressure.

Player No. 5 plays the side of the field to his right. He plays as far to

have some speed.

Number 8 takes the eligible receiver second from the outside. If the receiver blocks, No. 8 comes up fast to cover the run. If there is not a second receiver on his side, No. 8 takes the fourth eligible receiver from the outside on his left. This player must have experience in covering pass receivers and he should be a good tackler. He must practice some on spotting eligible pass re-

right, No. 11 finds the third eligible pass receiver in from that sideline and covers him. If there is not an eligible receiver, he looks to the sideline on his left and finds the third eligible receiver in from that sideline. If there is not a third eligible pass receiver in from either sideline, No. 11 acts as the safety man, playing the ball where it is thrown or covering the run.

These rules may seem a little complicated but in actual application they are quite simple, especially after the boys have had a chance to apply them a few times in practice. We do not teach the following points as rules, but we do think they should be stressed in teaching any defense against spreads.

1. Linemen should stay on their feet. The wide area over which a spread formation scatters the defenders can be dangerous unless the defense is highly mobile. Linemen should be instructed to stay in the chase.

2. All secondary men should know the rules pertaining to eligible receivers. Such things as center eligible plays etc., should not be confusing to them. They should have ample practice time against all situations (Diagram 2).

3. Pass defenders must watch their man closely at the snap. If he blocks, the defender must come up fast to stop the run.

4. Backs should be constantly reminded to remember the running threat of the spread.

5. This defense does not allow for missed tackles.

6. If there is no eligible receiver for a man in the secondary to cover, he should come closer to the line of scrimmage and watch for the run. This point does not pertain to player No. 11 (Diagram 5).

7. If two or more eligible receivers are lined up, one behind the other, the defenders to whom they are assigned must decide which one to cover (Diagram 4).

In the diagrams we have applied

(Continued on page 57)

Spread Formations

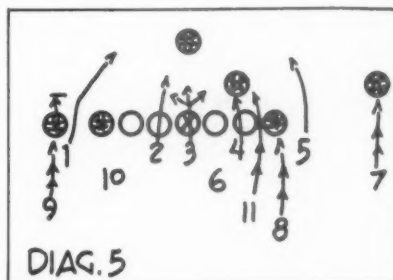
the inside as possible but should not permit himself to be flanked by more than one man. He goes across the line of scrimmage and turns the run to the inside or rushes the passer. Number 5 and No. 1 are in good shape to defend against the quick flat passes that so many teams which use the spread like to throw.

Number 6 glances at the spread and at our defense. Then he takes a position three or four yards off the line of scrimmage at the point he considers to be the weakest in case of a run. He covers the man who receives the snap from center. On a run, he tries for an immediate tackle. If the player who received the snap should hand off, No. 6 continues to cover him in case they throw to him. Number 6 must be a thinker because he has to be able to size up the situation. We have found that this player makes a great many tackles against the surprise spreads.

Player No. 7 takes the outside eligible receiver on the right side—the right side extends from the man who is snapping the ball to the sideline on the right. If No. 7's man blocks, he should come up fast to cover the run. Number 7 should judge the depth to play but he should be sure the receiver does not get behind him. This player should be experienced in pass coverage and

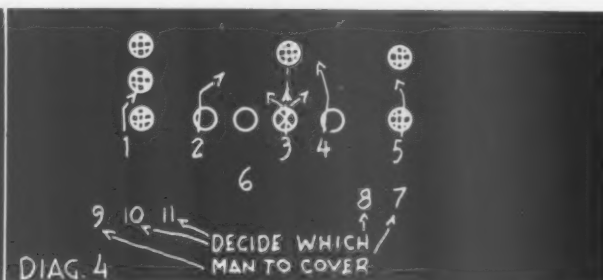
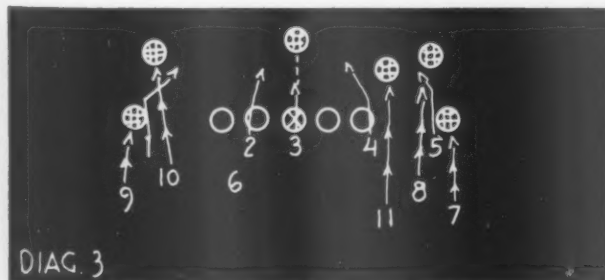
ceivers because this adjustment from one side to the other, that it is necessary to make, must be quick.

Number 9 takes the outside eligible receiver on his left side or the first receiver inside the left sideline. If his man blocks, No. 9 comes up fast to cover the run. He judges the depth to play but stays behind the receiver. Number 9 should be experienced in pass coverage and have some speed.



Counting from his left, No. 10 takes the eligible receiver second in from the sideline on his left. If there is not a second eligible receiver between the left sideline and the man who is snapping the ball, No. 10 looks for the fourth eligible receiver in from the sideline on his right. The requirements for player No. 10 are the same as for No. 8.

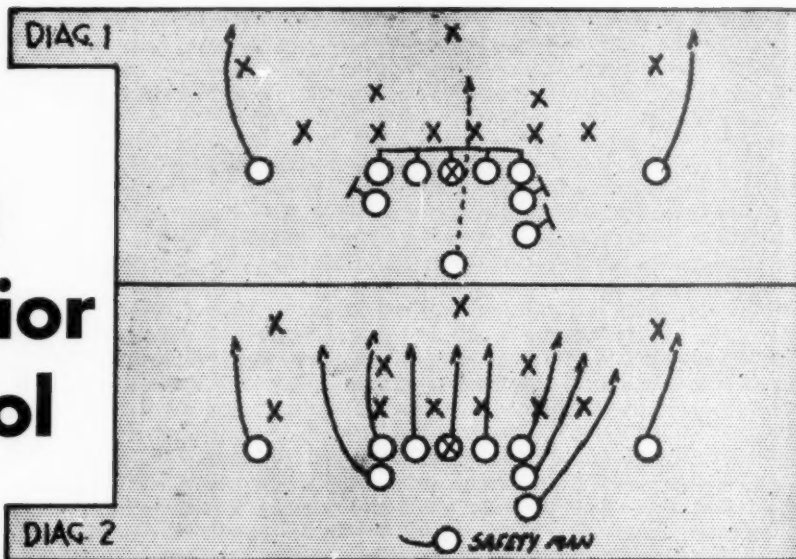
Counting from the sideline on his



Kick-Offs and Punts in the Junior High School

BY NORMAN GESKE

Glencoe, Illinois, Public Schools



BECAUSE of the many simple skills and techniques that junior high school players lack, and due to the great amount of time which must be spent in teaching these skills, it is easy for the coach to neglect kicking strategy and just teach a simple straight punt formation and kick-off. One of the easiest ways to pick up yardage is through the development of a kicking strategy that is not only simple but is definitely planned. Good kicking strategy gives the boys a greater amount of self-confidence and a much-needed mental lift when tedious practice sessions exceed their span of interest. Our kicking strategy is based on having each boy learn the various patterns to be followed and in having a number of special stunts that the boys enjoy.

Actually, this area of work can be divided into the essentials and the specials. The essentials are those things which must be taught since they must be performed in every ball game. They are: 1. Protecting the punter. 2. Covering the punts. 3. Re-

turning opponents' punts. 4. The kick-off. 5. Returning opponents' kick-offs. These five basic plays must be taught and stressed before the first game.

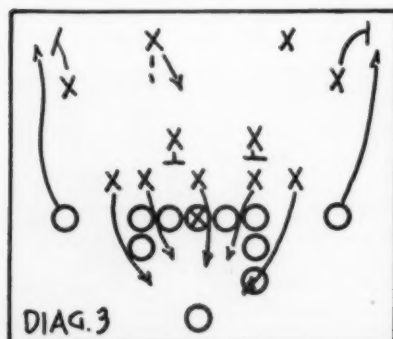
In protecting our punter we use a very simple type of wall blocking (Diagram 1) and concentrate on speed in getting the kick away. Our ends are split on all occasions. The three non-kicking backs form the side wall, two on the right and one on the left for a right-footed kicker, and just the opposite for a left-footed kicker. They protect the gap between themselves and the tackles and must never be pulled to the outside. When the ball is snapped the ends break downfield, making sure they keep the punt receivers to the inside. The eight blockers wall up, rising into a half-crouch without charging. Each man is responsible for keeping contact with the man to the inside, thus preventing the wall from spreading and allowing a defensive man to break into the pocket. Our blockers are taught to keep their feet digging and to offer maximum re-

sistance without trying to move the defense. The kicker must kick quickly and right up the alley or slightly to the strong side.

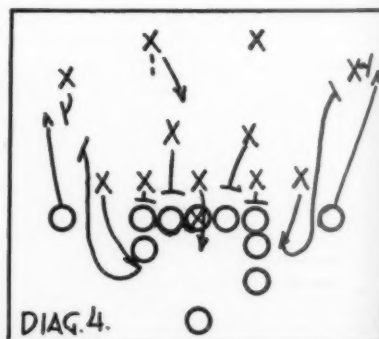
We spend more time on the snap and speed in getting the kick away than on any other phase of punting. The blockers hold until the ball is kicked and then fan out to cover. The two strong-side backs fill in between the tackle and end on their side as does the single back on the weak side. Our kicker is our safety man and he hangs back to prevent a break-away run (Diagram 2). This simple punt formation has given us good kicker protection and adequate coverage.

In defending against punts our primary purpose is to make an effective return rather than to block the kick although both of these maneuvers are taught. For the sake of simplicity we teach that any early down situation is not a punt situation. Even though a team goes into punt formation, if it is not fourth down, we use a regular called defense. How-

(Continued on page 49)



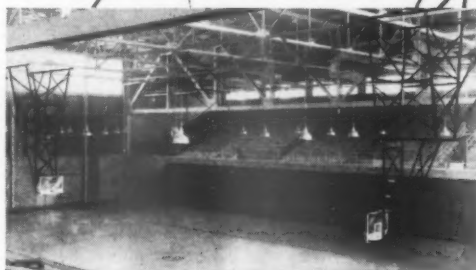
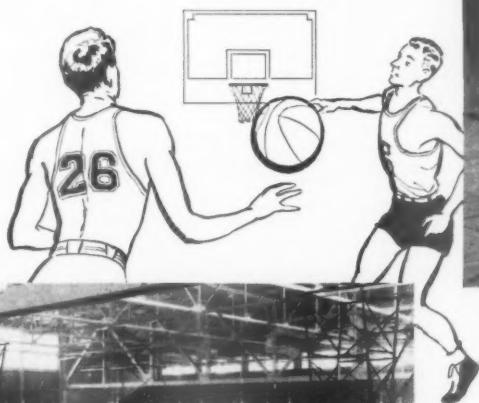
NORMAN GESKE is a graduate of Milwaukee State Teachers College. He coached at Roosevelt Junior High School in Beloit, Wisconsin before moving to Glencoe where he coaches the seventh and eighth graders. Geske has written four other articles for us, all with the thought of simplification of football for junior high school boys.



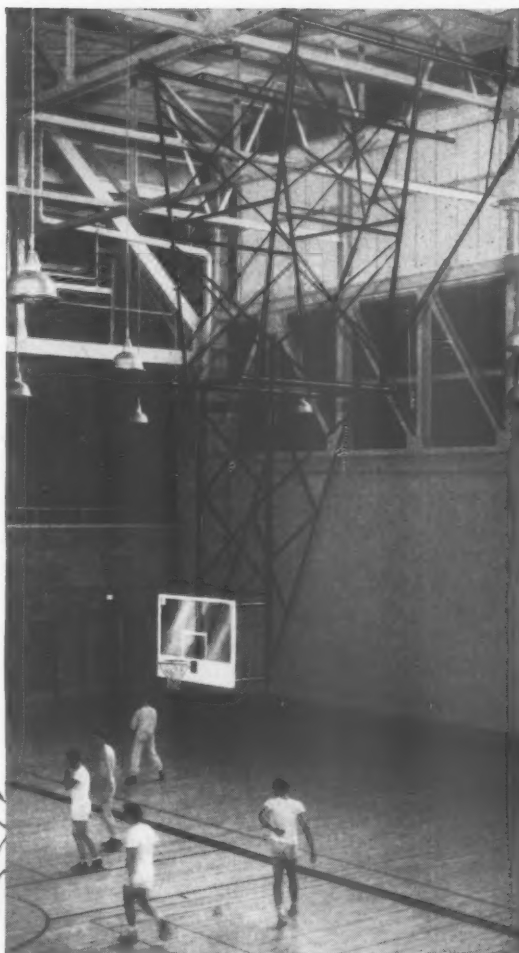
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Founder

Publisher

National Olympic Day

ON April 22nd both Houses of Congress approved a joint resolution designating October 16, 1954 as National Olympic Day.

Because some of the provisions so clearly present the entire thinking behind international sport we are quoting them here.

"These games will afford an opportunity of bringing together young men and women representing more than seventy nations, of many races, creeds, and stations in life and possessing various habits and customs all bound by the universal appeal of friendly athletic competition governed by rules of sportsmanship and dedicated to the principle that the important thing is for each and every participant to do his very best to win in a manner that will reflect credit upon himself or herself and the country represented.

"The peoples of the world in these trying times require above all else occasions for friendship and understanding, and among the most telling things which influence people of other countries are the acts of individuals and not those of governments.

"Experiences afforded by the Olympic and Pan-American Games make a unique contribution to common understanding and mutual respect among all peoples.

"Previous Olympic and Pan-American Games have proved that competitors and spectators alike have been imbued with the ideals of friendship, chivalry, and comradeship and impressed with the fact that accomplishment is reward in itself."

Schools are asked to provide the machinery for a free will collection on that date or on some day near the date.

There are many possibilities which may be employed in a presentation of this nature. The band formations can feature the Olympic circles, a South American motif, etc. Girls' organizations can present a pageant of the nations as a half-time ceremony with folk dancing, etc.

If the publicity is handled properly, it is felt the attendance at that particular game will increase and the local school would derive direct benefits from such a promotion.

For those schools which do not have football, it is hoped that one of the early basketball games can be set aside for a promotion of the Olympics and the mechanics for a voluntary contribution provided.

It is estimated that \$1,100,000 will be needed for our participation in the Pan-American Games in Mexico City next March, the Winter Olympic Games in Italy in January 1956, and the regular Olympic Games in Melbourne, Australia the following fall.

We personally feel that our Olympic teams should not be state supported but they should be voluntarily supported by the people. Any efforts to create better international understanding should be the concern of each and everyone of us. We feel that in an athletic endeavor of this type the lead should come from the more sports-minded of the populace.

We hope that every school will want to lend support to the efforts of our Olympic Committee.

Telling Our Side of the Story

THANKS to Sam Picariello of Long Island University we have before us the "Statistical Bulletin" of the Metropolitan Life Insurance Company for June 1954. This bulletin discusses "Hazards in Competitive Athletics."

At first glance we felt this was another attempt to discredit athletics by magnifying its faults — in this case injuries. Actually, the report points out some rather interesting facts. For example: "Among the several million males between the ages of 18 and 29 insured under industrial policies in the Metropolitan Life Insurance Company, there were only 11 deaths resulting from competitive athletics in the two years 1951-1952 or less than one in every 300 accidental fatalities of all types in this insurance experience."

The report goes on "The rarity of fatal injuries in athletic games is also borne out by the records of New York City, where in a period of more than three decades there were approximately 100 such deaths or an average of only three a year."

The "Twenty-Second Annual Survey of Football Fatalities" prepared for the American Football Coaches Association shows for the years 1931-

(Continued on page 63)

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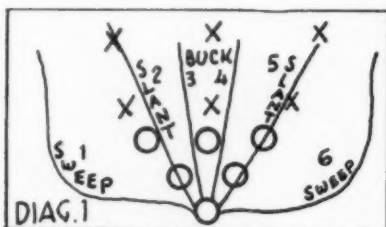
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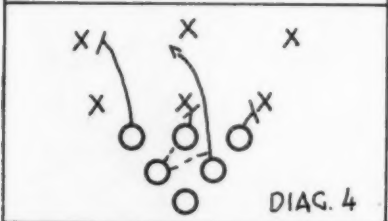
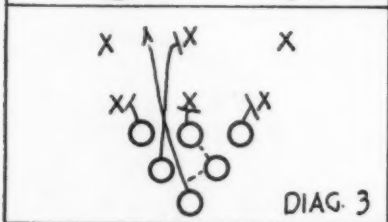
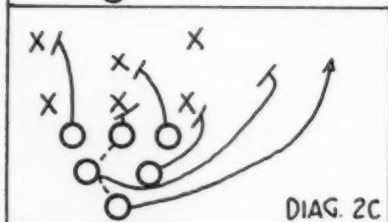
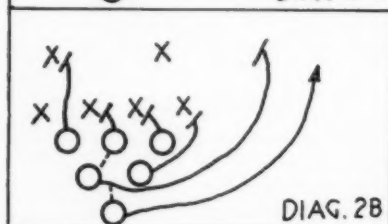
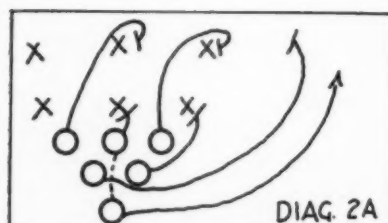
SIX-MAN football is essentially an offensive game. In order to be successful a team must have an effective offensive system. We have found that having a few simple plays from which each player can carry out his assignment well has aided us in achieving success. The effectiveness of this system is shown by our

cross, and all players go out for a pass. The passer receives no protection. If he is rushed he must throw quickly, usually to a halfback in the flat. The ends become blockers after this pass is caught. When the ball is centered directly to the tailback the defensive ends may not rush so it may be necessary for the ball to go

The Short Punt in Six-Man

By JACK MITCHELL

Football Coach, Coburg, Oregon, High School



record. Coburg has been the six-man football champion of the state of Oregon for the past three years.

Simplicity is the key factor in securing a more nearly perfect execution of plays. We think a system that is easily and quickly learned is more likely to succeed. In organizing our running plays we have given most of them a name and number. The numbers run from left to right as a person would read across the page of a book when facing in the direction the team is going (Diagram 1).

Only six numbers are needed. One and six are sweeps, two and five are slants, and three and four are bucks. The quarterback calls the play as *six sweep* (Diagram 2) or *three buck* (Diagram 3). Some of the plays are named, then designated right or left as *short buck right* (Diagram 4). By using a balanced formation we can run all of our plays either to the right or left. A short punt formation is used.

In many cases our pass patterns are named for mountain passes in this region. These passes were originally named for a school because that team used a particular defense. Some of these schools have the same name as a mountain pass, hence the naming plan (Diagrams 5 and 6). We feel this plan helps the quarterback when he has a pass that includes the opponent's name. Of course, some passes may be used at any time. For instance, *straight pass* (Diagram 7) could be called when we have ends who are fast and able to get behind the defense. On this play both ends go downfield with the passer, hoping to receive enough protection so that he will be able to throw a long pass.

On *punt formation pass—cross* (Diagram 8) the ends and the halfbacks

to a halfback who might fake a buck to the tailback and then fade back and throw. The ball could be centered to either halfback. Either one could in turn pass the ball back to the tailback so he would be in a position to run with it if there is no suitable receiver at hand.

All of our plays originate in a huddle, then a shift, then a cadence count for the snapping of the ball. Our huddle is of the circular type anchored on the center. The quarterback who calls the plays is in the center of the back of the huddle. He faces in the direction he is going. Then he calls the play, counts the shift cadence, and the snapping cadence. We name our players left end, center, right end, left halfback, right halfback, and quarterback or tailback.

The quarterback in the huddle does three things, calls the play, indicates the tailback, and the number upon which the ball is snapped.

When the huddle is broken the linemen take their positions. Then the backs shift to their respective positions. The ends are from 18 inches to one yard from the center. This formation is shown in Diagram 1. The quarterback calls out *shift - one - two - three - set - one - two - three - four*. On the three counts the halfbacks shift so that every player is ready at *set* and they go on the snap count. On *set* the center has his hands on the ball and is ready to start the play. The ends take a three-point stance, the halfbacks are in a semi-crouch position, and the tailback stands almost erect. When the snap is called all players are ready to go. Any one of the backs may be in the tailback

(Continued on page 53)

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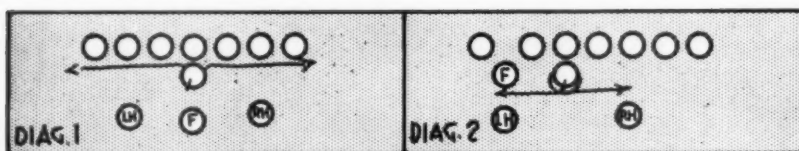
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Weak Side Unbalanced T With a Flanker

BY BILL WALL

Argonaut Football Club Ltd., Toronto, Canada

THE weak-side attack in the unbalanced T is a must. Without it the defense can load up to the strong side and give any team that is using this system of offense a great deal of trouble. The offense, as we use it to the weak side, is related to the split T in some respects. In our first coaching position we used the unbalanced T. Later on we assisted an excellent split T coach and from this experience the following offense was developed.

Our offense differs from the split T mainly in the matter of the unbalanced line. Another decided difference is the fact that the quarterback does not operate directly down the line of scrimmage (Diagram 1) but uses the reverse pivot as is shown in Diagram 2 to operate near the line of scrimmage. The halfbacks are never any deeper than three yards in order to produce the explosive dive situation so well known in the split T offense.

The dive play (Diagram 3) is the bread and butter play of the split T as well as in our type of offense. This play, as we run it, is called our inside dive play. In the beginning

we ran the play to the inside most of the time, trying to break the runner between the defensive guard and the tackle. One-on-one blocking principles were used. Not being entirely satisfied with the dive play to the inside, we began to experiment with flankers. We did break the dive play outside but this was even less effective than the other way. Extra blocking was needed on the outside to add power so we decided to place the fullback in a flankered position (Diagram 4). Placing him in this position added much yardage to our attack both to the inside and the outside. On the inside dive the fullback is used to create a two-on-one block on the defensive guard or tackle.

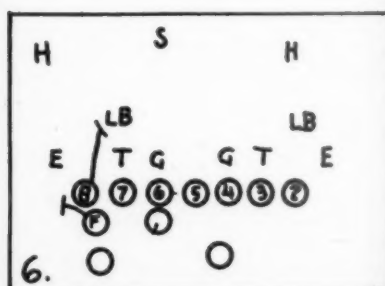
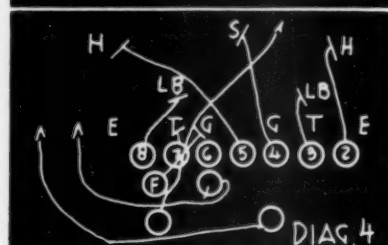
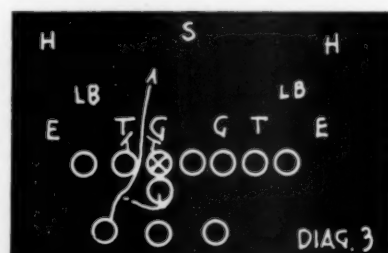
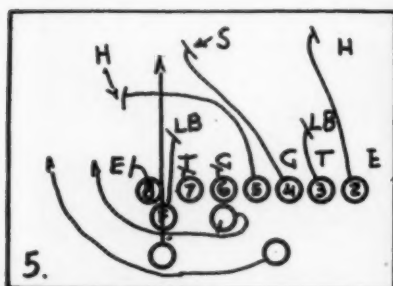
It will be noticed in the diagrams that we have set the fullback inside our left end and directly in front of the left halfback. The advantages of

this method are: 1. It helps the dive play to the outside and inside by using the blocking abilities of the fullback. 2. It places three receivers in an excellent position for quick passes and also for various pass patterns. 3. By placing the fullback in the position shown he screens off the actions of the left halfback. This screening is accomplished by having the fullback take an upright position with his hands on his knees, while the left halfback takes a three-point stance similar to that used by split T halfbacks, thus hiding behind the fullback. The fullback also does a good job of screening off the hand-off action from the weak side defensive personnel, especially in the outside dive (Diagram 5).

On the dive play to the outside we used another variation of blocking (Diagram 6) which is called on the line of scrimmage by the fullback. The end and fullback exchange assignments by blocking either the linebacker or the defensive end. Then the halfback breaks inside or outside the linebacker, depending on the direction in which the linebacker is taken. Our instruction to the left halfback is to watch the head of the fullback. If his head is outside the linebacker, he cuts outside; if it is inside, he cuts to that side. The halfback and quarterback then continue down the line to execute the quarterback and the halfback option play which is so effective in the split T system.

The keep play (Diagram 7) was one of our effective running plays to the weak side. A simple drill (Diagram 8) is used to teach our quarterback the technique of keeping or giving. One defensive end is stationed a yard across the line of scrimmage; a defensive halfback is stationed about four yards back of the line of scrimmage and a couple of yards to the outside. In this drill the quarterback executes his reverse pivot and fake to the halfback and then plays the end. It is wise to tell the defensive end to vary the pattern and

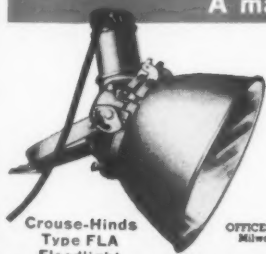
(Continued on page 57)



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During Practice Sessions

1. A manager sweeps the gymnasium floor.
2. He inflates and issues balls.
3. Keeps spectators and children off the floor during practice.
4. Keeps the basketballs not in use in the bag.
5. Collects all balls and turns off the lights at the end of practice.
6. One manager must remain in charge of the towel room until all players have showered and dried. He turns off the showers, picks up the towels, and leaves the towel room clean.
7. He cleans the basketballs every two weeks.
8. The manager should be prepared to chart shots and record notes for the coach during scrimmages.
9. He should be prepared to officiate scrimmages.
10. He should have scrimmage jerseys available.

Home Games (Before Game)

1. Before a game the manager issues game suits and collects valuables.
2. He inflates game and practice balls.
3. A first aid kit, scorebooks, time clock, shot charts, chalk, pencils, a small box for valuables, shoe polish, rosin, laces, and a blackboard should be ready.
4. The manager meets the opponents and directs them to dressing quarters.
5. He meets the officials and directs them to dressing quarters.
6. He takes towels to the opponents and to the officials.

Home Games (During Game)

1. During the game the manager keeps the basketballs in a bag.
2. One manager takes towels to the team and works at the team bench.
3. Another manager takes notes and charts shots. He takes these to the coach at the beginning of half time and at the end of the game.
4. If it is necessary, a manager may time and score a game.
5. The jackets should be accounted for while players are in the game, and the man-

ager should give a jacket to each player as he leaves the game.

Home Games (After Game)

1. After a game the manager checks game uniforms into the drying room and returns valuables.
2. He issues towels and collects towels from the visiting team.
3. The manager sees that the first aid kit, scorebooks, time clock, shot charts, chalk, pencils, box for valuables, shoe polish, rosin, laces, blackboard, game and practice balls are returned to the proper place.
4. He maintains a permanent record for the team and the players: shots taken; shots made; percentages of shots made (team and individual players); free throw shots attempted; free throw shots made; percentage of free throw shots made (team and individual players); and rebounds, offensive and defensive.

Games Away (Before Leaving)

1. Before leaving the manager issues uniforms to the players.
2. He places all equipment in the bus; practice balls, first aid kit, scorebooks, chalk, pencils, small box for valuables, shoe polish, rosin, laces, and blackboard.

Game Away (Arrival)

1. On arrival the manager takes all equipment directly to the dressing room.
2. He obtains towels from the home manager.
3. He collects valuables.
4. He charts shots.
5. He scores the game.

Games Away (Departure)

1. When the team is ready to leave the visiting manager returns dirty and clean towels to the home manager.
2. He returns valuables.
3. He collects all equipment and makes certain it gets in the bus.

Games Away (Arrival Home)

1. When the team returns home the manager replaces all equipment.
2. He checks the uniforms into the drying room.

The Basketball Manager

HOW often have we heard a high school basketball coach say, "I wish I had a good manager—he could certainly take a great deal of work off my hands." Coaching a high school basketball team entails more details and responsibilities than at first meet the eye, and any means which may be used to lighten the burden should be investigated and welcomed by the individual coach. Yes, a good manager or set of managers is definitely an asset to any coach, but he should not sit and wait for that good one to come along. The coach should train the managers he has as he trains his team. Basketball with its numerous games, equipment troubles, and trips presents many problems that a well-trained managerial staff can remove from the shoulders of the coach, thus en-

CHECK LIST FOR

BASKETBALL MANAGERS

abling him to concentrate on the important task of fielding a team.

The ideal setup would be to have a managerial organization functioning from year to year in which in any given year there is a sophomore, a junior, and a senior manager. This system propagates itself and there is always an experienced manager and several more who are training in service. In the larger schools such an organization is possible, but the smaller school usually has new managers each year.

The following outline is offered to assist in training managers to be competent and also to act as a duty check sheet for games and practices. Managers as well as players vary in ability and such a check sheet properly

(Continued on page 55)

BY FRANKLIN A. LINDEBURG

*Instructor in Physical Education,
University of California
Riverside (Cal.) Branch*

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They look sharper, play better in...



Made-to-Order Stylized Basketball Clothing

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Sports Equipment

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EXCLUSIVE!! WILSON *GRIP-TITE PROCESS

Gives ball a superb feel when dry. Player gets same dry-ball grip security even when hands are wet with perspiration.

NEW WILSON K4-P BASKETBALL with *Grip-Tite process

So completely satisfies the demands of today's greatest basketball stars, that it

THE OFFICIAL BALL OF THE NATIONAL BASKETBALL ASSOCIATION featuring

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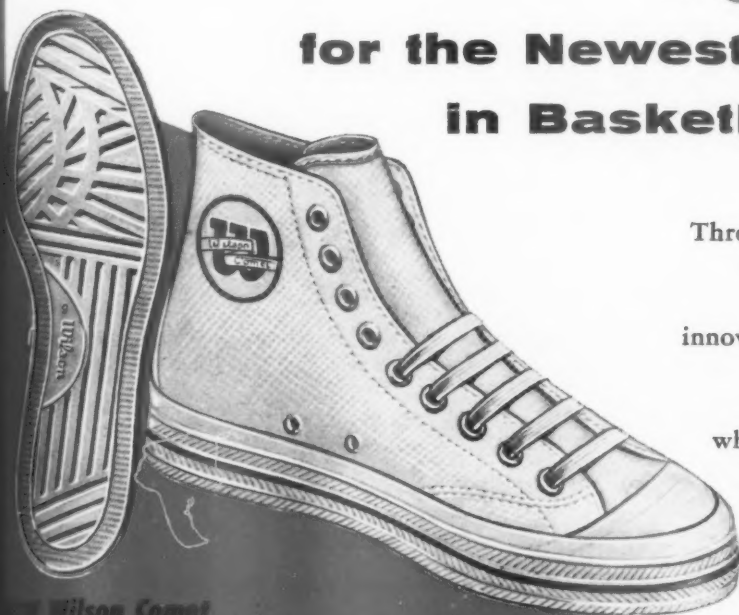
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1955—One of the most popular shoes in the game. Full-length cushion insole, heel cushion and arch support for comfort. White toe cap. Molded outsole with non-slip diamond-cup tread design for sure foot. Heavy black army duck uppers. (Same, in white—

Through the years, coaches have relied upon Wilson research experts and technicians for new features and innovations designed to meet the needs of the changing game.

The exclusive GRIP-TITE process, which gives even slippery, perspiring hands a *dry ball* grip, is a top notch example.

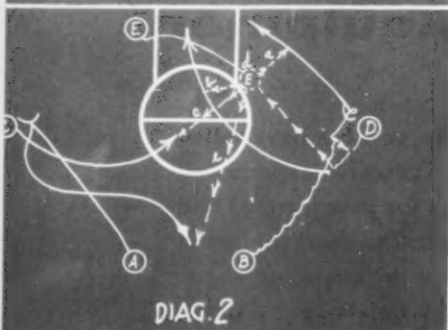
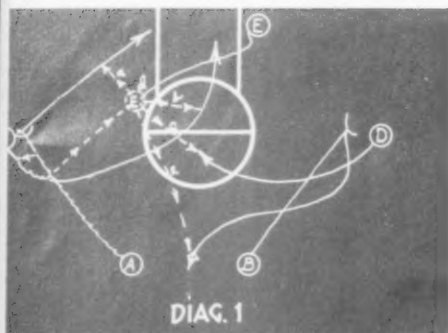
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EVERY basketball coach has some pet offensive pattern which he will use and develop when his material permits. There have been numerous discussions about the merits of these various styles. It seems that the logical and the best organized offense would lend itself both to the fast break and to the set plan of attack. If a team is to have a well-balanced attack it must be able to play both fast and slow, on occasion beat the defense down the court, be able to operate against both the man-for-man and zone defenses, and be able to play control ball and utilize freezing tactics.

In order to have proper offensive balance the players should attempt

field goals or free throws by the opponents, on rebounds when it is unwise to attempt another shot, on jump balls on the offensive end of the court, and from any situations that delay quick action by the offensive team.

Having used numerous set offenses as part of our semi-fast break style of play, we are inclined to rely on a single post pattern which stresses simplicity in execution and learning but develops numerous scoring options from each situation. Our set attack is planned so that in each phase there will be four possible scoring options and one safety option. This set attack affords scoring opportunities against the straight man-for-man, the

Planning the Offense

By EDWARD L. WOODS

Head Coach, Ste. Genevieve, Missouri, Public High School

to pre-determine those situations from which these various phases of the well-organized attack will develop. They should attempt the fast break on all defensive rebounds, interceptions, jump balls on the defensive end of the court and at center court, and on quick throw-ins from out of bounds possession on the defensive end of the court.

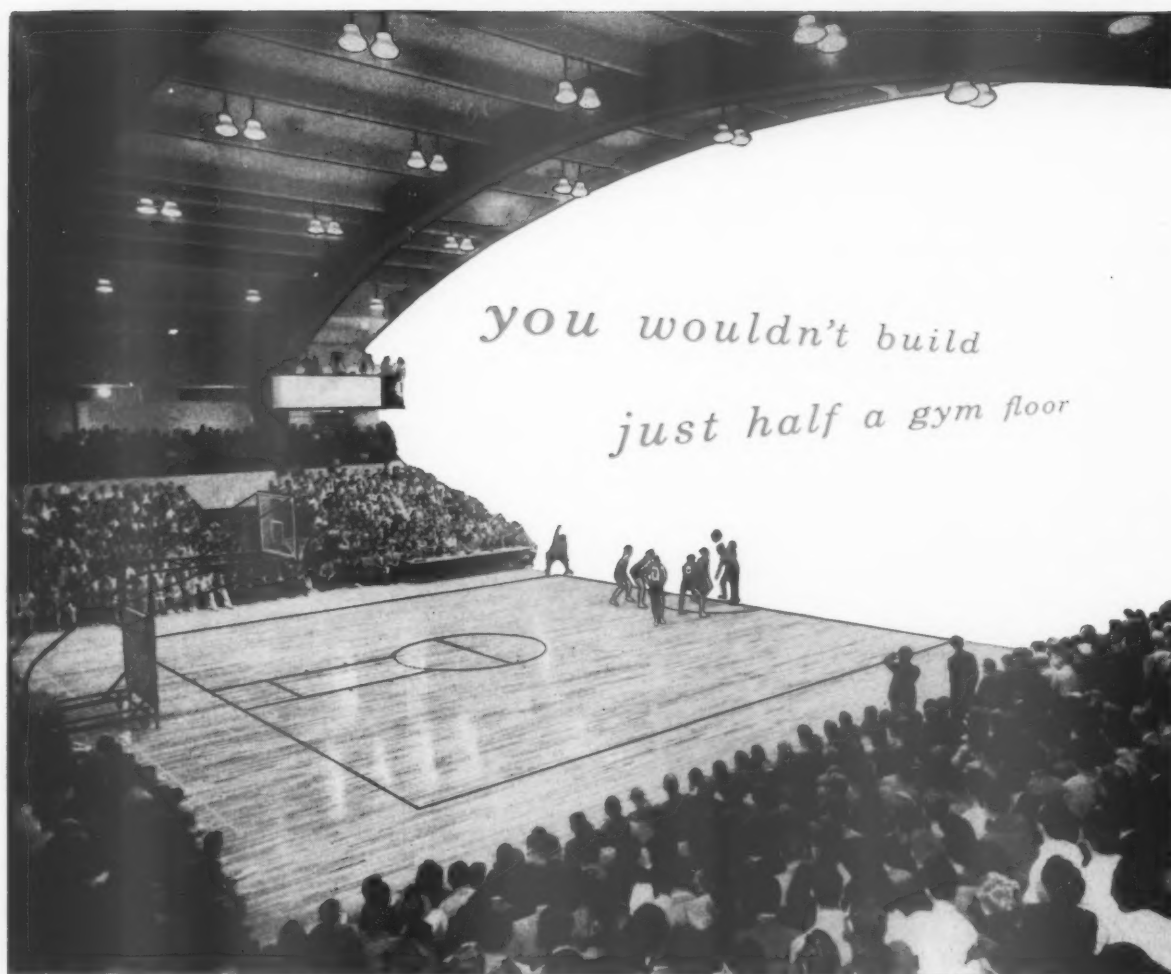
It should be emphasized that if the opponent is not outnumbered 2-1, 3-1, or 3-2, then the wise maneuver is to hold up and go into the set attack. A team that depends entirely upon the fast break and free-lance offense will force the attack at this point and will often lose control of the ball because of interceptions or lack of rebound power after a shot is taken. We attempt to simplify our fast break by going down the court in straight lines. If it is necessary to dribble, the dribbler should cut to the middle of the floor and lead the attack from there. An important point with regard to the fast break phase of the game is to play a defense from which it is possible to make a quick transition into the attack.

The set plan of attack will materialize when the fast break opportunities do not develop, after successful

switching defenses or a sinking defense. Each sequence will have a weak-side player back for defensive balance. The other weak-side man cuts into the free throw area in the hope of finding a scoring opportunity. From this position he is ready to go either way. He can continue on the offense or retreat to help with the defense. We also attempt to form the rebound triangle by having the cutting players and the post man, who follows in after all hand-offs and shots, cover the normal rebound areas.

All plays that are run from the left side of the court are numbered with single digit numbers in series such as 1, 2, 3, 4, etc. The corresponding play on the right side will have a two digit number corresponding to the number for the similar sequence on the left such as 11, 22, 23, 44, etc. We letter our options in the sequence in which they should occur—a for option 1, b for option 2, c for option 3, etc. This numbering and lettering helps the coach in teaching and discussing the plays and play sequence with the players.

In Diagram 1, play No. 1 of the series, the left player, A, starts to dribble down the left side. He will pass to the forward, C, who is coming



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When the game is over, you often wonder what *little* things affected the outcome. What about the gym floor? Was it playing *for* or *against* you? . . . Slippery floors can make the difference between a *win* and a *loss* . . . so can glare that causes a player to misjudge a shot or a pass.

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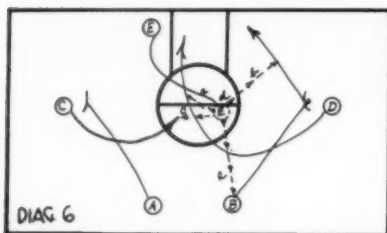
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for OCTOBER, 1954



to meet him. This pass is a well-protected flip pass to the outside. Then A screens the man defending against C. C starts a drive around the screen and passes to the post, E. B has screened opposite the ball for forward, D, who cuts into the free throw area. A rolls from his screen and is driving by the post on the outside for the first option, *a*. C has cut into the inside and around the post for the second option, *b*. D comes into the free throw area for option *c*, or the weak-side screen set shot option. The post man, E, has the fourth option, *d*, which is to attempt a shot or drive in from the post position. The safety option is the pass out to B who has cut back for defensive balance from the weak-side screen.

In Diagram 2, play No. 11 of the series, player B starts to dribble down the right side, using his right hand for the dribble. He will pass to the forward, D, who is coming to meet him. This pass is a well-protected flip pass to the outside. Then B screens the man who is defending against D. D starts a drive around the screen and passes to the post, E. A has screened opposite the ball for forward, C, who cuts into the free throw area. B rolls from his screen and is driving by the post on the outside for the first option, *a*. D has cut to the inside and around the post for the second option, *b*. C drives into the free throw area for option *c*, or the weak-side screen set shot option. The post man, E, has the fourth option, *d*, which is to attempt a shot. The safety option is the pass out to A who has cut back for defensive balance from the weak-side screen.

In Diagram 3, play No. 2, player A starts to drive to the outside of C who sets a screen on the man who is defending against A. The first option, *a*, is for player A to continue his drive for the basket. If he is picked up by the man who is defending against C, he will attempt a pass to C who has rolled from the screen and is cutting for the basket for option *b*. If both defensive men sink away from the screen, A will have the set shooting option, *c*. The last scoring option develops when D cuts through the keyhole from the weak-side screen for

the set shot option, *d*. If he is covered, the pass will be made out to B who has come back to the safety position or option *e*.

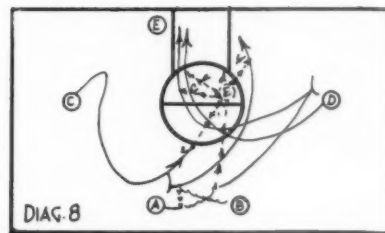
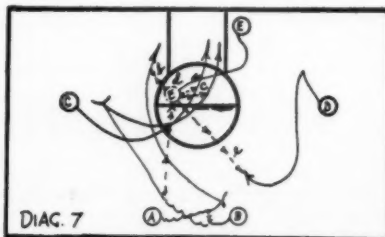
In Diagram 4, play No. 22, player B starts a drive to the outside of D who sets a screen on the man who is defending against B. The first option, *a*, is for B to continue his drive for the basket. If he is picked up by the man who is defending against D, he will attempt to pass to D who has rolled from the screen and is cutting for the basket on option *b*. If both defensive men sink away from the screen, B will have the set shooting option, *c*. The last scoring option develops when C cuts through the keyhole from the weak-side screen for the set shot option, *d*. If he is covered, the pass will be made out to A who has come back to the safety position of option *e*.

In Diagram 5, play No. 3, player A feeds directly to the post in the free throw area. Then A screens for

EDWARD WOODS graduated from Southeast Missouri State and holds a master's degree from Washington University. For the past six years he has been coach and principal at Lebanon, Illinois where his teams have been consistently strong in the basketball-conscious southern Illinois region. During the summer he moved to his present location.

C. C cuts off the screen around the outside of the post for the *a* option; C rolls from the screen and drives straight for the basket on the *b* option; B sets the weak-side screen for D who cuts into the free throw area for option *c*, or the set shot option. E had the option of shooting which is the *d* option or the option of passing out to B who has cut back for the safety pass or the *e* option.

In Diagram 6, play No. 33, player B feeds directly to the post in the free throw area. B then screens for D; D cuts off the screen around the outside of the post for the *a* option;



C rolls from the screen and drives straight for the basket on the *b* option; A sets the weak-side screen for C, who cuts into the free throw area for option *c*, or the set shot option. E has the option of shooting which is the *d* option or the option of passing out to A who has cut back for the safety pass or the *e* option.

In Diagram 7, play No. 4, player A starts to dribble toward B. He passes to B and screens the defensive man who is guarding B. B passes to E at the post and continues on to screen for C. C cuts from the screen around the post. A, after screening for B, cuts back and drives hard off the tail of C. B follows C around the post, cutting hard behind A. The first three options on this play are as follows: player C is option *a*, A is option *b*, and B is option *c*. An attempt to score by the post man would be option *d*. Player D has faked a drive for the basket and cut back for the safety option, *e*.

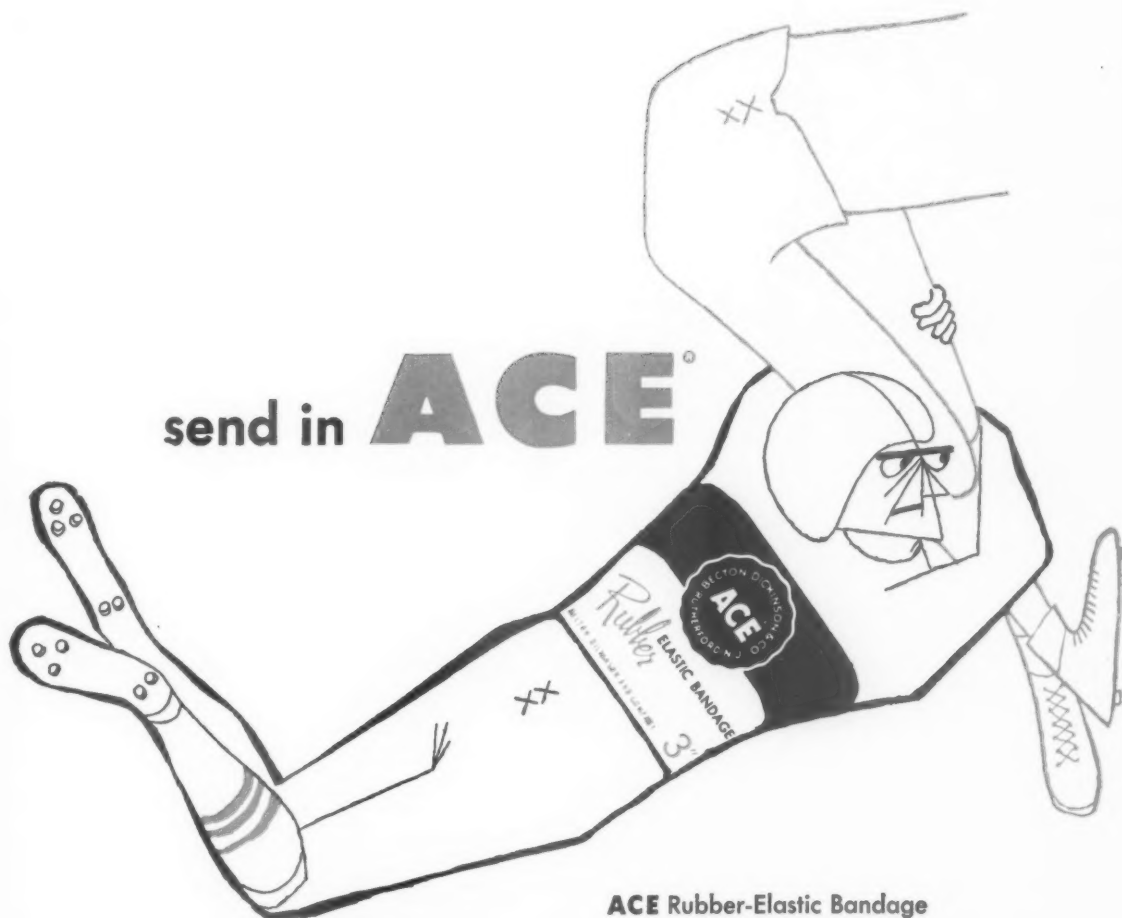
In Diagram 8, play No. 44, B starts a dribble toward A. He passes to A and screens the defensive man who is guarding A. A passes to E at the post and continues on to screen for D. D cuts from the screen around the post. B, after screening for A, cuts back and drives hard off the tail of D. A follows D around the post, cutting hard behind B. The first three options on this play are as follows: D is option *a*, B is option *b*, A is option *c*. An attempt to score by the post man would be option *d*. C has faked a drive for the basket and cut back for the safety option, *e*.

These four set patterns are developed at the beginning of the season and they are run through countless times in practice, both dummy and with a live defense. We may add one or two more plays to the series before the season ends, depending on the ability of our boys to master the fundamentals of each play.

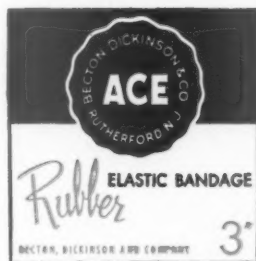
Several difficulties arise when teaching the set pattern. The first and most important of these is in teaching the boys to be patient. All too often the boys become so engrossed in the execution of the play that they try to force the attack. Usually this forcing

(Continued on page 48)

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Player No.	Field Goals Made	Free Throws Made	Points Scored	Assists	Rebounds	Recoveries	Field Goals Missed	Free Throws Missed	Errors	Fouls Committed
1	89	64	242	37	147	60	203	22	77	39
2	74	36	184	17	130	29	111	29	64	37
3	93	61	247	28	292	60	127	61	98	55
4	27	16	70	13	24	23	99	13	56	17
5	32	23	87	26	60	35	70	31	75	40
6	29	34	92	38	26	39	63	26	48	21
7	28	31	87	8	52	18	47	21	45	25
8	23	13	59	1	34	8	38	11	16	14
9	2	1	5	1	4	0	6	0	3	4
10	1	1	3	4	4	3	12	2	5	3
11	1	0	2	1	2	0	4	0	2	1

A Comparative Rating Scale for Basketball

BY PHILIP D. NOLL

Athletic Director, Lyndon Teachers College, Lyndon Center, Vermont

BASKETBALL coaches have long been aware of the fact that the scoring of points in itself is insufficient to determine the value of a player. Defensive ability, playmaking, rebounding, shooting percentages, and other factors have been given subjective consideration in choosing the personnel of a team. However, it is only in the past decade or so that the majority of coaches have kept fairly accurate records of these other factors, thus giving a picture of the total performance of the team and the individual.

At present, most of these tabulations are used in a variety of ways. First, they are used for the amusement and amazement of the coach after the season is over; he may like to play with the statistics. Second, they are used in newspaper accounts, league records, and district or national ratings to show the leaders in the various departments of play. Third, they are used by the coach in pointing up the need for more work in specific phases of the game. Fourth, they may be used by the individual player as a form of competition, either with himself or the rest of the team, as an incentive to improvement.

We feel there is another vital use to which these statistics may be put,

and that is in an objective, comparative rating of players. Only by adjusting all the phases of the game to a common denominator can we get a true picture of the player and his total contribution to the team effort. This adjusting of values is where the comparative rating scale comes into the picture.

By using this scale we believe that

Player No.	Points Scored	2 (Assists +)	.66 (Rebounds and Recoveries +)	-.66 (Missed Field Goals, Missed Free Throws, and Errors)	- Fouls Committed	= Adjusted Score
1	242	74	137	199	39	215
2	184	34	105	135	37	151
3	247	56	232	189	55	291
4	70	26	31	111	17	- 1
5	87	52	63	116	40	46
6	92	76	43	90	21	100
7	87	16	46	75	25	49
8	59	2	28	43	14	32
9	5	2	3	6	4	0
10	3	8	5	13	3	0
11	2	2	1	4	1	0

PHILIP NOLL graduated from Springfield College after serving in the armed forces. He has been basketball coach and athletic director at his present location since 1948. His basketball record shows 52 wins in 86 contests, and his 1951-52 team suffered only one loss.

a coach can choose his best players through the use of objective data, rather than by subjective judgment. Too often coaches are prone to choose one player over another because of his size, speed, or ability in one phase of the game when actually the other player might be able to contribute more to the team effort.

This scale might be of special value to the beginning coach who has not yet developed his subjective judgment to the high degree that is necessary if one uses no particular data. In fact, the experienced coach may at times experience difficulty in deciding which of two players is the more valuable to the team. The scale may supplement his observations and give him the courage of his convictions.

Subjective judgment is usually sufficient in determining the top two or three players on a squad. Such judgment may even be sufficient to determine the top five men. In these cases, however, the boys chosen usually stand head and shoulders above the rest of the group (figuratively and sometimes literally), and could be selected by almost anyone as being outstanding. The usual case is not

(Continued on page 46)

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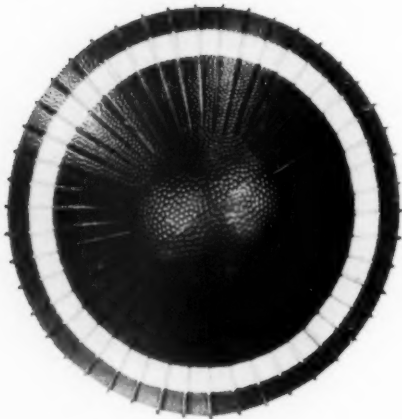
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ATHLETIC GOODS DIVISION

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NEW HAVEN 3, CONN., U. S. A.



for OCTOBER, 1954

All Handle the Ball

BY MARTY FISCHBEIN

Football Coach,
Florence, New Jersey,
Twp. Memorial High School

MOST psychologists agree with the theory that learning takes place better when a positive satisfaction is derived by the participant rather than forcing his attention or using autocratic indoctrination. Conversely, it might be stated that the drudgery which plays a predominant role in most football practice sessions is not conducive to good learning. If we are to integrate this philosophy with our coaching chores, we must make a whole-hearted effort either to do away with or minimize practice drudgery. All coaches realize that certain desires and aversions are innately a part of all boys, but we do not plan sufficiently to harness these basic driving forces.

Proof of how coaches are missing out on the point may be found on most practice fields. We need go no farther than our own to bare some of these deterring factors to a successful season. How often have we reprimanded guards and tackles for coming out and throwing or kicking a football? We have failed to realize that there is a little *ham* in all of us, particularly when it comes to handling the old pigskin.

Instead of curtailing this activity by our so-called forgotten linemen, we should attempt to harness their pent-up enthusiasm for the betterment of the entire squad.

At Florence Twp. Memorial High School, we have attempted to utilize some of these factors in our football program. All of our players learn to handle the ball and receive a chance to participate in the more satisfying aspect of football practice. Since ours is a small school, 114 boys, we are constantly faced with the problem of

switching positions. This development of ball-handling skills has an important carry-over effect when a lineman is converted into a back or is used to carry the ball from some of our unorthodox formations. It also develops an appreciation in our linemen of the amount of work a back must put in to develop the necessary skills.

A team that is developed through the use of the whip may win its share of games but it will never approach the great teams that are bound together by a fierce inner loyalty.

As a means of creating high team morale we have incorporated some unorthodox plays into our offensive pattern. These plays allow us to take advantage of the natural desires of our players. We give all of our boys a sense of belonging which keeps their team spirit at a consistently high level. In addition to the morale factor, these plays have also been good ground-gainers in their own right. Among the best of these plays has been a buck lateral series utilizing our strong-side guard handling the ball. This set of plays presents our guards with the opportunity to run the ball, pass it, pitch out to the tailback or hand off to the wingback on inside reverses.

Diagrams 1 through 5 describe the plays in this series which we feel go a long way toward strengthening our ground attack.

In the play shown in Diagram 1 the guard takes the hand-off from the fullback and runs around the strong-side end.

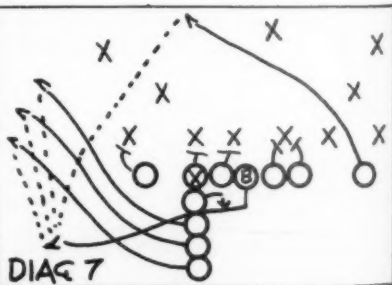
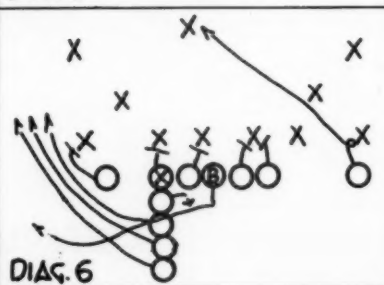
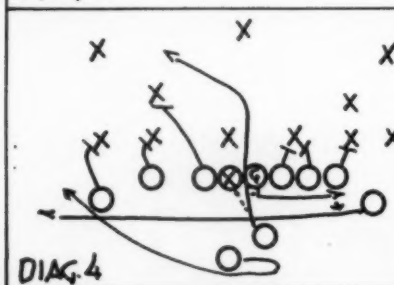
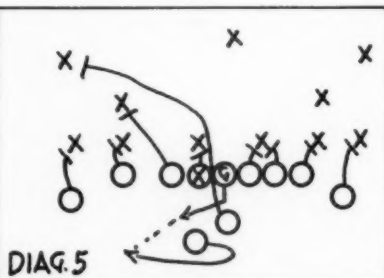
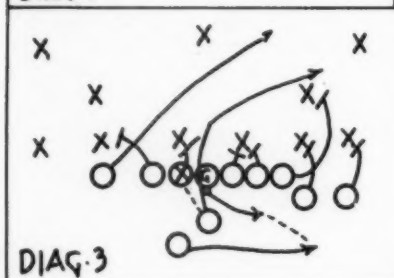
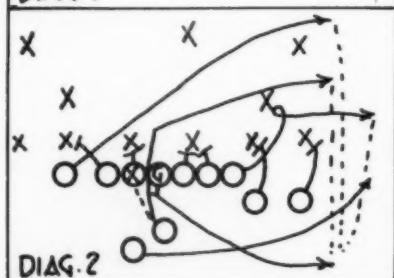
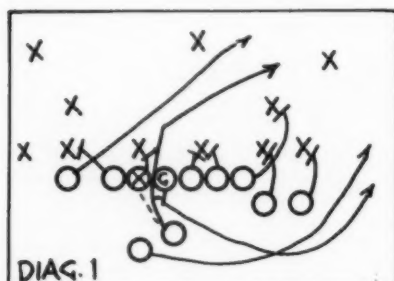
The play which is shown in Diagram 2 is the same as the one shown in Diagram 1, but the guard passes the ball. There are three options.

The guard pitches out to the tailback who runs around the strong-side end (Diagram 3).

In the play shown in Diagram 4 the guard hands off to the wingback. The wingback reverses to the weak-side tailback who fakes right, and then leads the play.

Diagram 5 shows a play in which the tailback fakes right, turns, and

(Continued on page 60)



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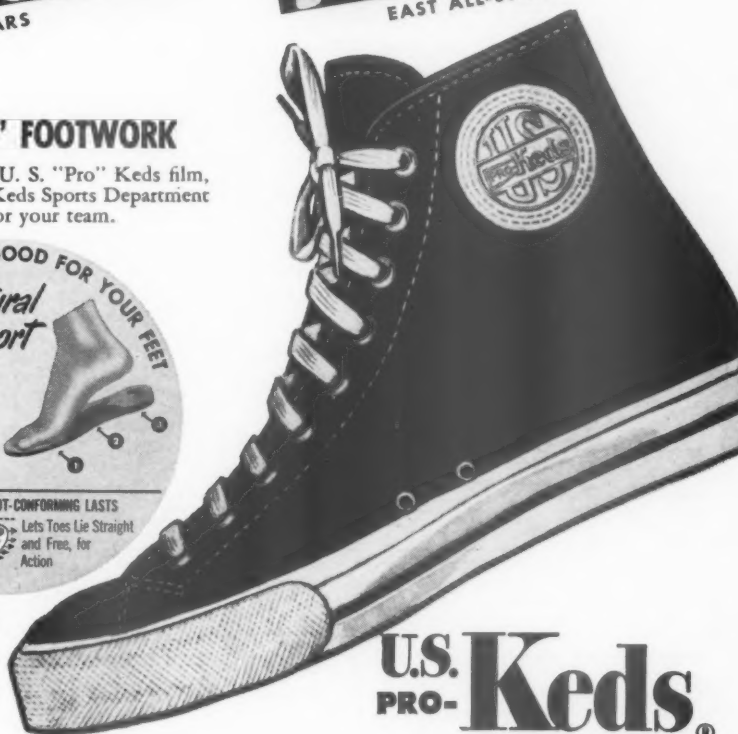
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for OCTOBER, 1954

35

Opponents' Favorite Pass Patterns

(Continued from page 7)

and on the left halfback. If the safety man has to help on No. 1, then No. 5 will probably be open.

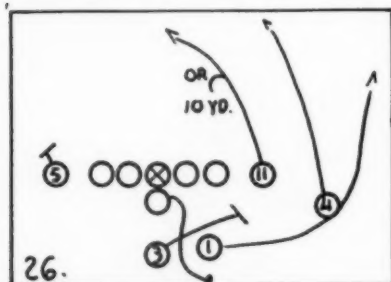
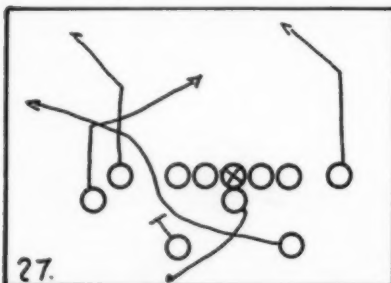
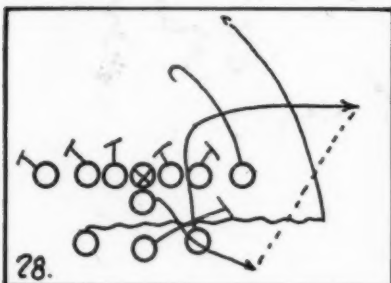


Diagram 32 shows what one of our Southern Conference opponents did when its split T attack stalled. The

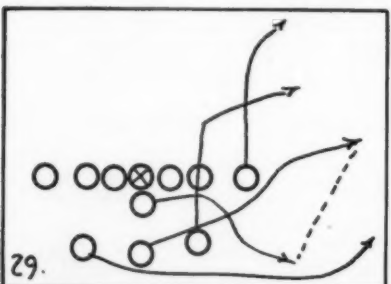


use of flaring halfbacks has been a popular maneuver (Diagram 33). Practically all of our opponents used

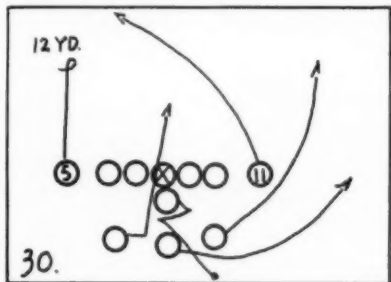


it.

A tricky maneuver which one of our adversaries used well is shown

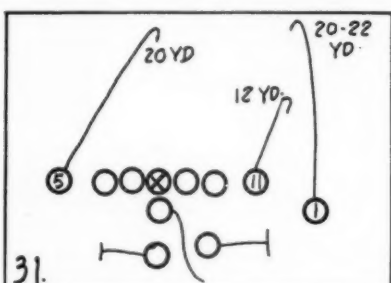


in Diagram 34. Having both ends flare out fast is rather good, but when the left end delays about four

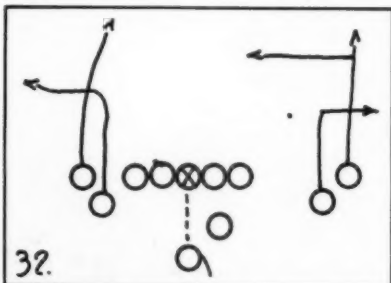


counts, as diagrammed, the maneuver is particularly effective.

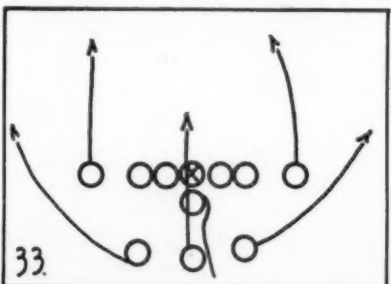
Use of the shovel pass is rare these



days. However, we will vouch for its effectiveness after the pass shown in Diagram 35 went for a long touch-

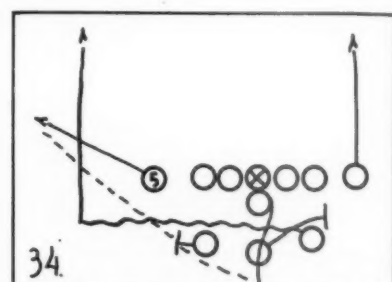


down against one of our teams. Our opponents had been doing very well on passing, so we sent in a new and

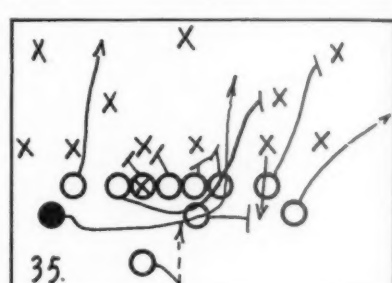


eager left tackle with instructions to rush the passer. On his first play the opponents called this play and he ended up close to the water bucket while the ball-carrier sped toward the goal.

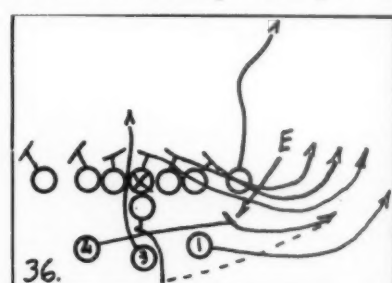
If our teams were suckers for anything, it was for screen passes. Diagrams 36, 37, and 38 show screens



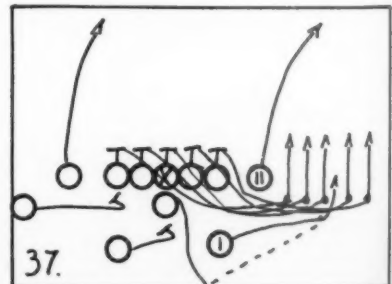
through which we made opposing coaches look good. Of course, the pass shown in Diagram 36 has com-



panion running plays as well as passes. Number 4 actually bumped the left end before proceeding to the



spot for receiving. The linemen release after three counts and form for the ball-carrier.



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76 Rayon Plait.....\$1.00 each

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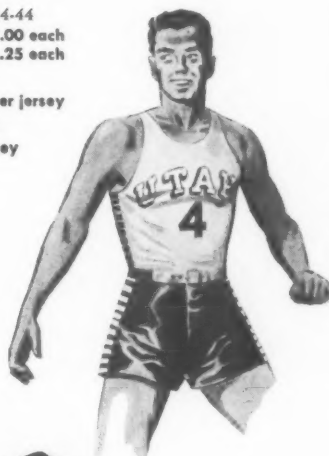
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Numbers: 4", 6" or 8" high.....25c per side



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STYLE CP SELF BUCKLE PANTS

All Colors and Sizes to order.

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CP/2 Skinner Satin.....\$2.75 Pr.

CP/5 Heavy Satin,

Cotton back.....2.00 Pr.

CP/10 Gridiron Twill... 1.90 Pr.

STYLE CL SELF BUCKLE PANTS

With Side Insert—2-color Knit Candy Stripes. All Colors to Order.

WITH HIP PADS

CL/2 Skinner Satin.....\$3.00 Pr.

CL/5 Heavy Satin,

Cotton back..... 2.25 Pr.

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All Colors and Sizes to order.

BPE/2 Skinner Satin.....\$2.85 Pr.

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BPE/10 Heavy "Gridiron"

Twill..... 1.85 Pr.

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Braid on sides—

1 or 2 colors.....25c Pr.

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TOP WZ/86 for Dress and Warm up—Rayon Knit quarter sleeve, Full Byron collar, half front zipper. Standard with solid color Durene trim. Sizes S-M-L.....\$2.00 each

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Striped Trim.....35c each

Processing.....25c each

PANT 386SP—Lustrous Rayon Plait. Cord Waist, Elastic Bottoms. All Solid Colors to order. Sizes S-M-L. Price Plain.....\$2.50 Pr.

EXTRAS ON PANT

Braid on sides.....50c Pr.

Processing.....25c Pr.

Zipper Bottoms.....50c Pr.

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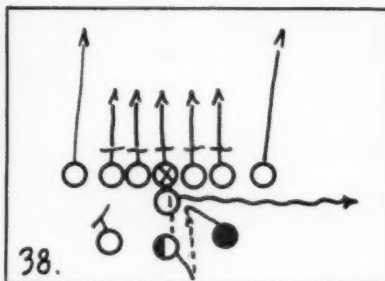
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The players on one of our op-
posing teams actually screened about
as frequently as they threw across
the line. Diagrams 37 and 38 show
examples of their handiwork. Noth-
ing will break up good pass rushing,
or a game for that matter, as quickly
as screen passing. We always had to
waste one or two men against this
particular team to lay back for
screens. Incidentally, a good modifi-
cation of the pass which is shown in

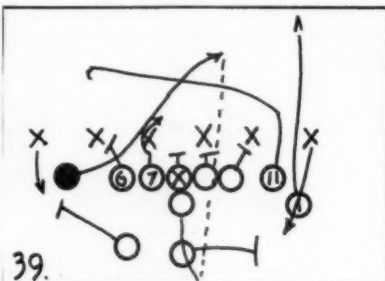
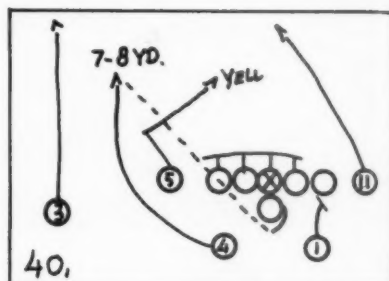


Diagram 37 had No. 11 dropping
back to receive the pass while No. 1
faked down the field.

The play shown in Diagram 39
was not actually used against us but
was picked up in our scouting notes
somewhere. Number 11 shoots across
fast and hooks, basketball screen, in
front of the weak-side backer. Num-
ber 1 goes straight down the field,
trying to get the safety man while
also attracting the left halfback.



After a slight delay the left end pivots
and goes through the hole. Numbers
6 and 7 block for him and he re-
ceives the pass as shown. Perhaps
there would be some question con-
cerning the legality of the screen by
No. 11. We will not argue. We did
not use this play and it was not used
against us.

Although the pass shown in Dia-
gram 40 was not used by our oppo-
nents, it is included because of its
effectiveness. The pass, called the
double jump, was designed and used
by an eminently successful Negro
coach. The quarterback, upon re-
ceiving the ball, jumps into the air
and fakes a pass to No. 5 who calls
for the ball. The quarterback then
comes down with the ball, squatting
rather low as he lands. Then he
jumps into the air again and lobs a
pass to No. 4 who has hesitated until
the quarterback starts down from his
original jump. In the meantime, No.
11 fakes the safety out and No. 3
fakes the right halfback. This pass
has resulted in many touchdowns.

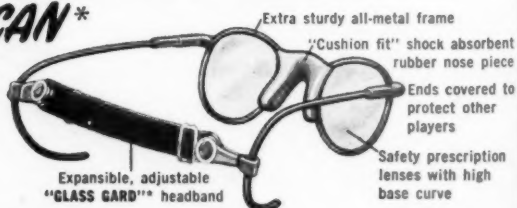
For obvious reasons we did not re-
veal the names of the opponents re-
ferred to in these articles. However,
the material described was actually
used by our opponents, with the ex-
ception of the play shown in Dia-
gram 40. If the coaches who read
these articles were able to pick up
an idea or two, we feel rewarded
for our efforts.

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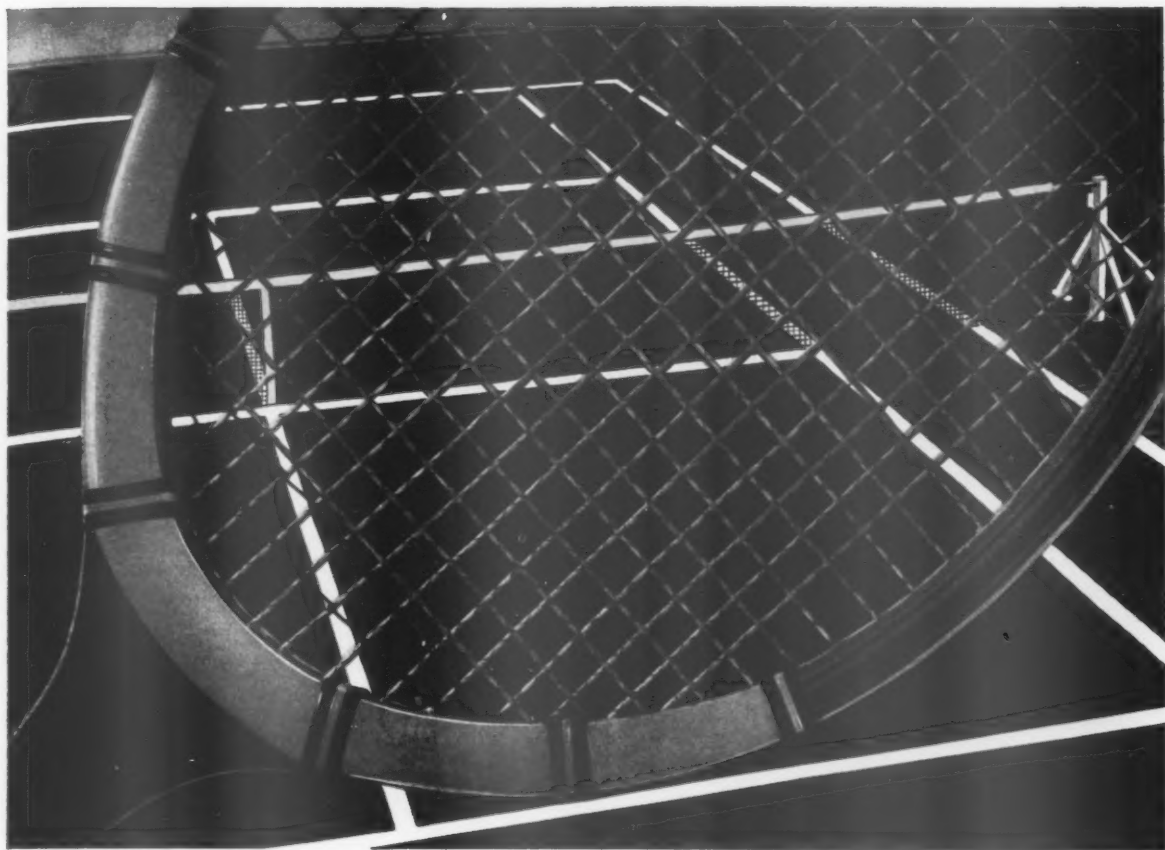
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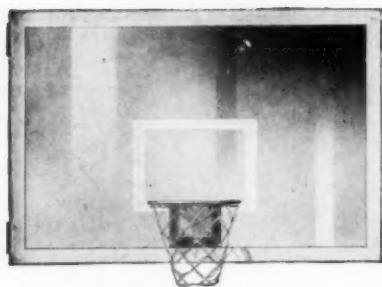
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Pass Pattern Shorthand

(Continued from page 6)

3. It must be easy to call. Today quarterbacks call plays, scan defenses for check-offs, call automatics; some even designate the line blocking.

4. It must be easy to understand.

5. We must be able to use it from our split T formation without any great variation of alignment.

To meet these requirements, we built a new pass pattern framework. Numerical designation was retained to identify the series and the pass protection blocking. For example, 60 P names the series and sets up the blocking for a right pass. 61 P is the identification for a left pass in the same series. All possible variations of the basic pattern are initially termed 60 P or 61 P. From this point on, including position and terminology, word description is used. Words are easy to handle and are understood readily. They are much more flexible

Diagram 2 shows our 60 P *Right End Hook and Sideline* pattern. The right end hooks, holds momentarily, then breaks for the sideline behind the right halfback. A cross pass is the result. The assignments of the other three receivers are not affected. Good timing can pick off the defensive right halfback.

We call the pattern shown in Diagram 3, 60 P *Right End Hook, Right Half Angle Middle*. The right halfback takes off on his initial course and breaks for the middle inside the hook of the right end. Here again, the assignments of the other three receivers remain unchanged. There is no excessive wordiness because 60 P *Right End Hook* is the fundamental designation of the 60 P *Right Series*.

Oversimplification can rival complication in adverse effects upon any part of football. Being mindful of this fact, our system at Lehigh is kept elastic. It is geared to the ability or inclination of the quarterback. He can stay with the basic pattern or add terminological directions to as many of the four receivers as he desires. This feature can provide a handy implement for an overburdened quarterback without, at the same time, limiting his capitalization upon defensive vulnerability. The law of diminishing returns should not be invoked upon a good, but overburdened quarterback through permitting him only the options presented by a maze of pass possibilities. We encourage deviations in our patterns, but we do not demand them.

A good knowledge of the complete pattern is required of all players. Diagram 4 shows this understanding. It is called 60 P *Right End Hook and Go*. The right end hooks, awaits the reaction of the defensive halfback, and then breaks long, favoring the sideline and looking over his outside shoulder. When the right halfback hears *Right End Hook and Go* he recognizes the long outside nature of the right end's route; therefore, he hooks out on the sideline. In this instance the left end might use a zealous maneuver. The job of the left halfback, as a safety valve, remains the same. The responsibilities of the deviation from the fundamental pattern are not solely those of the quarterback, but are spread among the receivers.

For those who are concerned with

BILL WHITTON played at St. Lawrence University before the war, and coached at his alma mater in 1946. From 1947 to 1950 he coached at North Tarrytown, New York, High School. In 1950 he became end coach at Lehigh.

than numbers or letters and provide the ideal medium in which to think.

Diagram 1 shows the basic right pattern in the 60 P series. Our quarterback calls 60 P *Right End Hook*. The right end hooks on the halfback. The right halfback drives tight by the defensive end, and proceeds straight downfield, looking over his inside shoulder. The left end runs on the away side of the safety, left side on a right pass, with an optional downfield maneuver to engage the safety. The left halfback, acting as a safety valve, comes across and then flares. He looks over his inside shoulder.

By checking the five requirements for our patterns with Diagram 1, it can be seen that our desire for a fixed appearance is satisfied, and the few words employed makes it easy to call. The existence of an actual pattern has been drilled intensively, and the fact that any variation of the pattern will be given in exact words makes it easy to understand. Look at Diagrams 2 and 3 to test the flexibility of the pattern.



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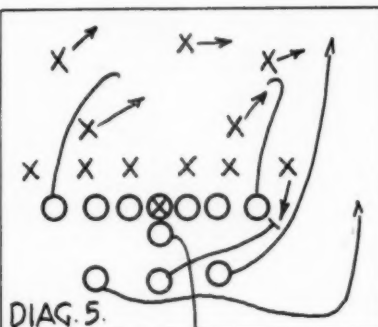
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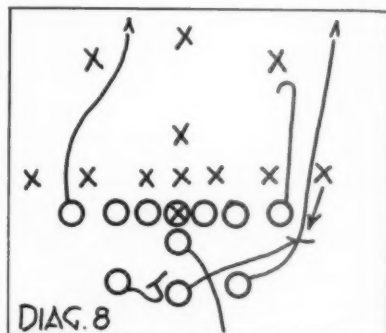
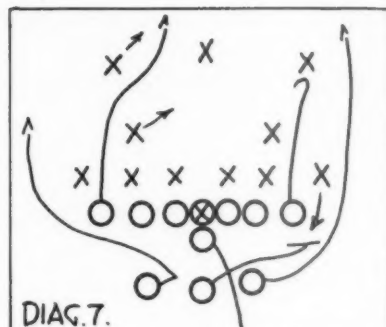
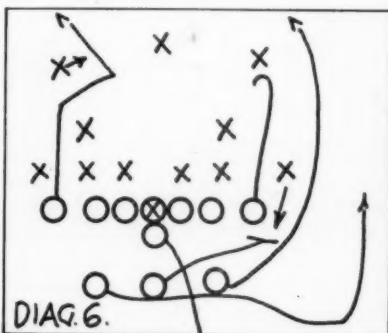
the wheel of the defensive backs to play the flow of the offense, or with the dangers represented by drifting linebackers, Diagrams 5, 6, and 7 will hold particular interest. We call Diagram 5, 60 P Both Ends Hook. The elementary 60 P Right End Hook pattern holds; the hooking of the left end, usually in the hole, is the only variation.

Diagram 6 shows our 60 P Right End Hook, Right Half Banana In, Left End Zee-Out pattern. If simplicity is desired, the stated assignment of the right halfback can be eliminated and can be assumed to follow the original 60 P Right End Hook pattern. Incidentally, the Left End Zee-Out can do a real job on a fast-covering halfback.

Diagram 7 is simply 60 P Right End Hook, Safety Valve Opposite. The left halfback should step with a heavy fake right, then flare to his left. The assignments of the other receivers are unchanged.

Elementary fairness demands that seven-man or plus defensive lines require the left halfback, or safety valve, to stay in as a personal blocker to the passer. In a circumstance of this kind the fullback, ordinarily the blocker on the on-side defensive end, can perform the safety valve chore by hitting hard, and slipping off his block into the immediate flat. Diagram 8 shows this compensatory measure.

We call our method, pass pattern



shorthand, because it meets most of the stringent pass pattern requirements with efficient understanding. Of course, it is not intended as a work-saving device. Our recognition of this fact is even carried through our terminology. We drill a comparatively small number of maneuvers with emphasis upon the exactness of their execution rather than upon a wide diversity of hopeful rambling. We do not claim this method to be the Utopia even for our five stated requirements. However, it is a comprehensive middle-road solution, with a good sense of proportion, to avoid the extremes of rigidity and flexibility.

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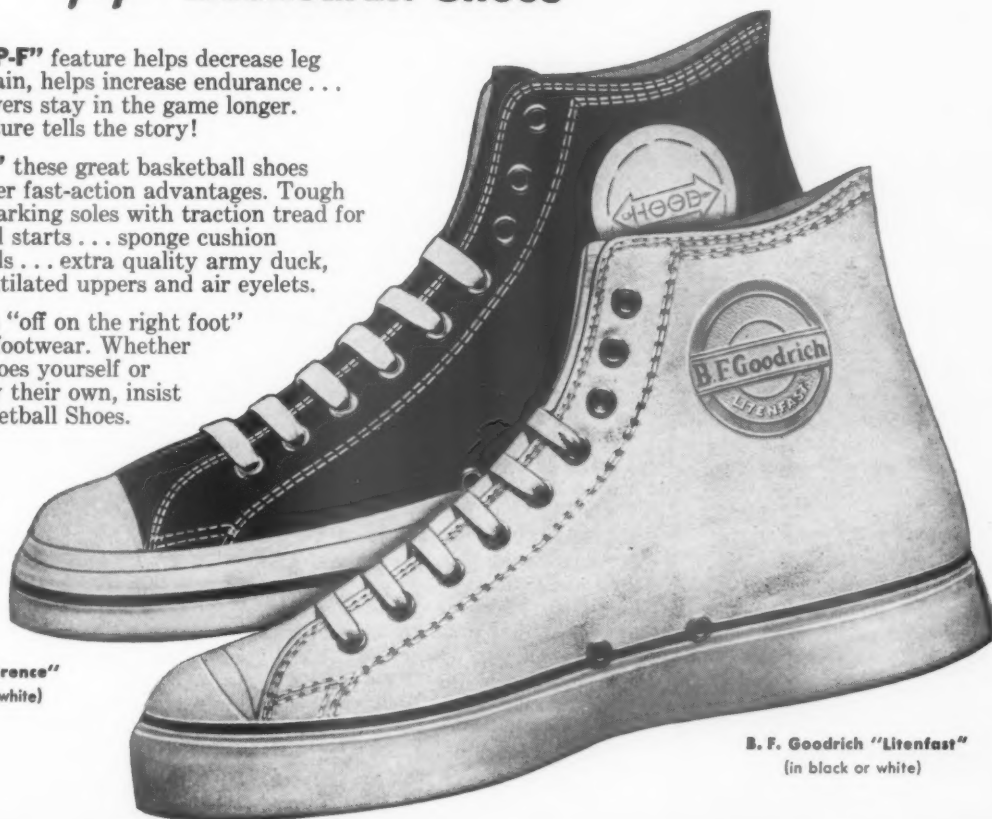
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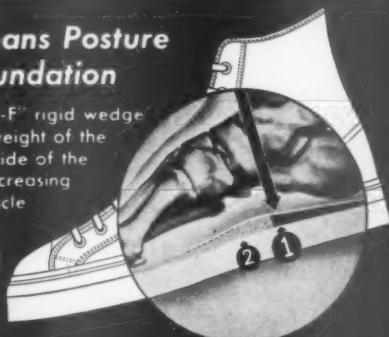


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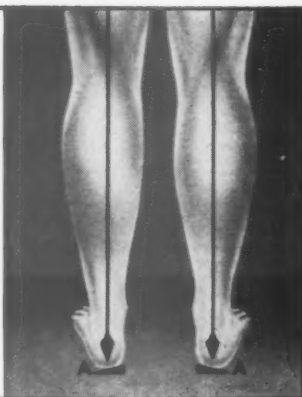
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Bobby Dodd is one of the finest students of the game of football and this book is ample proof of such a statement should such proof be required. Dodd is also considered one of the best athletic administrators among college athletic directors. In this capacity he has gathered about him an outstanding staff of assistants including Ray Graves, Frank Broyles, Whitey Urban, Tonto Coleman, Lewis Woodruff, Bob Bossons, Sam Lyle, Bo Hagan, trainer, Buck Andel, and publicity director, Ned West. Each of these gentlemen has contributed to the book.

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An outstanding book that deserves a high niche in the football literature of all time.

Swimming Pools for Schools, by Donald W. Neilson and John E. Nixon. Published by Stanford University Press, Stanford, Calif. Forty-three pages. Price \$2.00.

Not much has been written about the construction of swimming pools and hence this monograph will fill a real need. No school contemplating building a swimming pool should do so without seeing that a copy of this booklet is in the possession of the architect.

Pole Vaulting for Beginners. Compiled by the English Schools Athletic Association. Distributed by Track and Field News, Los Altos, Calif. Forty pages. Price 75 cents.

This little booklet has a lot of good common sense packed into its pages. The first 27 pages are devoted to drills to be used by beginning pole

vaulters. Match stick type drawings are used to clarify the text.

Basketball for Girls and Women, by Helen B. Lawrence and Grace I. Fox. Published by McGraw Hill, New York 36, N. Y. Two hundred and fifty-four pages. Price \$4.00.

We are glad to see a book of this nature come along because we are frequently asked for a source of material on the sport of basketball for girls. This is particularly true since the girls' game is experiencing an ever-growing popularity. We feel that the two authors from George Washington and Florida State Universities have done a remarkable job.

Bill Reinhart, basketball coach at George Washington, says in the foreword: "Their book furnishes the reader with valuable information on playing, coaching, training, and organizing teams at all levels for girls and women. The book is presented with a desire to help the player and the coach benefit by the authors' past experiences in the proper way to play and coach basketball."

Power Tennis, by Maureen Connolly. Published by A. S. Barnes & Co., New York 16, N. Y. Eighty-five pages. \$3.00.

This book, written for the young tennis player, has remarkable clarity in both text and pictures. It describes the techniques and strategy in a manner which is readily understood. Tennis is making a comeback and this book by "Little Mo" will encourage many to play the game and attempt to follow in her famous footsteps.

Archery Handbook, by Ed Burke. Published by Arco Publishing Co., Inc., New York 17, N. Y. One hundred and forty-two pages. \$2.00.

If you have archery in your school, and many do for boys as well as girls, this little handbook will fit in nicely in your athletic library. Equipment, technique, and even hunting with the bow and arrow are described. The book is profusely illustrated.

Health for Effective Living, by Edward Johns, Wilfred Sutton, and Lloyd Webster. Published by McGraw Hill, New York 36, N. Y. Four hundred and seventy-three pages. \$4.75.

This book is a basic health education text for college students but would serve admirably as a source of health information for the teacher of health and hygiene classes.

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A Comparative Rating Scale

(Continued from page 30)

so clear cut. The place where it becomes exceedingly difficult to choose between two boys is more often down in the middle of the group. Perhaps the fifth or sixth boys are nearly equal; which one will be the starter? Possibly a coach has selected his starting five, but does he know which boy is the most reliable substitute? If he chooses correctly he may have a winning team, while a wrong choice may mean mediocrity.

The comparative rating scale will show very definitely which player scores points but does little else. In fact, occasionally a player who scores many points actually gives away more points than he scores. The scale will show which men are valuable to the team even though they score few points. It will rate players fairly without regard to size or position played, since the big men usually get the most rebounds, while the little outside men usually have the most interceptions, steals, and assists. If a record is kept of the time each player plays, his final adjusted score can be divided by the total minutes played and then converted into full game averages by multiplying by either 32 or 40, depending on whether high school or college ball is being played.

There is one definite limitation in using this or any other rating scale in sports. It will not rate the human factor, heart, drive, will to win, or

whatever one may call it. However, the boy who has this vital quality will probably show up well on this scale.

Nor will this scale predict future ability. It has been devised solely to show a boy's all-around basketball ability and his team value at the present time in comparison with that of his teammates.

The gathering of data is the first step. We use two managers who keep the accompanying charts, although any system which gets the desired information would be just as good. One manager keeps the shot charts. He places the shooter's number at the proper place on a scale floor plan whenever a field shot is attempted, and circles the number if the shot is successful. He also places at the side of the chart the number of the player who is credited with an assist.

The second manager keeps the recovery and error chart. He is responsible for keeping a record of every rebound, every recovery (interceptions, bad passes, or fumbles).

Of course, the official score book is the authority for field goals scored, free throws made and missed, and fouls committed. For additional information on charting the objective phase of basketball we recommend Howard A. Hobson's book *Scientific Basketball* which was published by Prentice-Hall, Inc.

The comparative rating scale with an explanation of its numerical values is as follows: Points Scored +2 for Assists, +.66 for Rebounds and Recoveries; -.66 for Missed Field Goals, Missed Free Throws, and Errors -1 for Fouls Committed; =Adjusted Score.

Points Scored. Since the object of basketball is to put the ball into the opponent's basket, the points scored must be the common denominator.

Assists. If the assist is as important as the goal, then we must multiply by two to give it as much credit as we give for the field goal. While some coaches may disagree with rating the assist as high as the score, the practice has long been followed in baseball and hockey and it is high time it is used in basketball. Granted, the assist cannot be rated as objectively as other factors; however, it is certainly too valuable to minimize.

Rebounds and Recoveries. These two items are the means by which an individual may get the ball for his team. Since a team should get a shot every time it gets the ball, and since the average team today will make approximately 33 per cent of its shots, we multiply .33 times the value of a goal and find that possession of the ball is worth .66 of a point.

Missed Field Goal, Free Throw Attempts, and Errors. These three items are the means by which an individual gives up the ball without scoring. Since possession of the ball is worth .66 of a point the player who loses the ball should be debited with that same amount.

Fouls Committed. There seems to be some question as to the value to the offended team of a free throw under the new rule. The generally accepted standard for free throwing is 60 per cent. Ten fouls committed will give the opponents ten shots, of which six will be converted. Six bonus shots will then be tried, of which 3.6 will be converted. Thus, approximately one point will be scored for each

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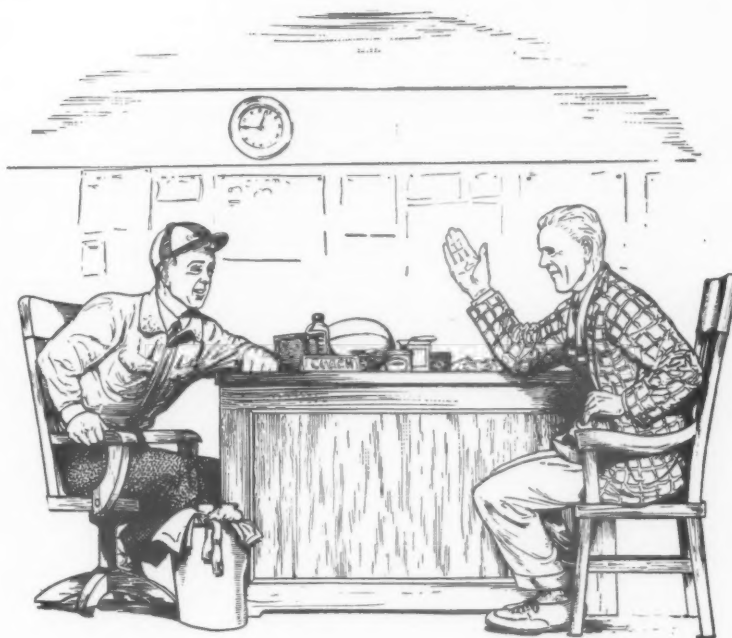
foul committed. Although some fouls will be penalized by either one or two free throws, and consequently will cost more or less than one point, they undoubtedly will even up in the long run.

Now let us refer to Charts I and II to see how the comparative rating scale actually works. It will be noticed that the scale is not needed in order to rate player No. 3 as our most valuable player, although he led in scoring by only five points. In fact, the tremendous value of players No. 3 and No. 6 is indicated by the fact that they are the only ones whose adjusted scores are higher than their actual points scored. No. 3's value is due largely to his rebounding and field goal percentage, and No. 6's is due to his playmaking. On the other hand, player No. 4 is an example of a player whose points cannot begin to balance his losses of the ball through missed field goals and errors.

Player No. 6 also furnishes two other interesting comparisons. Due to an early season injury, he played in only half of our games. If we multiply his adjusted score by two to equal a full season's play, we find that he would have an adjusted score of 200, and would be almost equal in team value to player No. 1. Player No. 6 was also our smallest player, and yet his adjusted score indicates that he was more valuable than men who were much taller than he.

The closest comparison on Chart II is between players No. 5 and No. 7. A cumulative comparative rating between these players is very interesting. Player No. 5 was a sophomore and the fifth starter (the other four were Nos. 1, 2, 3, and 6). In our first twelve games No. 5 scored 71 points and had an adjusted score of 45. In our last four games he scored 16 points but brought his final adjusted score up to only 46. No. 7 was a freshman, and in the first twelve games he scored 56 points but had an adjusted score of only 17. In our last four games he came along with a rush, scored 31 points, and surprised us by raising his final adjusted score to 49. This high adjusted score was due to his greatly improved rebounding and ball-handling.

In using this scale the total adjusted scores should not be expected to equal the team scoring, but rather to show a comparative value between players. It does not show team recoveries, team rebounds, or the times a team gets the ball after an opponent scores. It does give points for assists which do not show up in the score book. Also,



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it gives approximate values for gaining and losing the ball rather than the actual shooting percentages on any particular night.

The comparative rating scale can be used before the season starts by charting the pre-season squad scrimmages and practice games. Four to six such games should be sufficient to give a fairly accurate picture of a team. The final squad cut and the choosing of the starting lineup can be guided by objective data as well as subjective judgment. If it is kept game by game so that both an immediate rating and a cumulative rating are available, changes in the team lineup may be indicated and carried out with the realization on the part of both the coach and the players that the total worth of each individual has been considered.

The Offense

(Continued from page 28)

occurs on the pass to the post. The player who is handling the ball will attempt to pass in when the post man is covered instead of holding the ball and trying some other sequence. It is absolutely necessary to develop continuity in execution. The players should learn how to interchange positions. We also find that many boys fail to take the screen and pivot from the screen series. This fundamental is stressed until each boy can make the proper pivot from each screen. Boys will also overlook many opportunities to score if they always stay with the play situation. We do not want the boys to become so play conscious that they overlook scoring opportunities other than those which develop from the play situation; some free-lancing must be encouraged.

As mentioned previously, we use this attack against the man-for-man, switching defenses, and the floating or sinking man-for-man. Against the zone we use several different attack formations, including the one-three-one formation or the overloading formation. Late in the game, when we are attempting to stall, a center open attack is usually used. In modern-day basketball it is absolutely necessary that every team have several formations it can employ on the offense. Not having sufficient formations means a team that will lose games which could be won.

A good offensive team must be able to fast break, play a set offense, combat the zone, stifle the press, and freeze the ball. In order to do these things effectively a team must have a well-organized plan of attack.

Kick-Offs and Punts

(Continued from page 14)

ever, our safety men are allowed to hedge back if the opponents are deep in their own territory and have good yardage to gain for a first down. When a fourth down situation arises the defense changes from our regular 5-4-2 to a 5-2-2-2. The two safety men drop back and the outside backers-up become halfbacks by dropping back about eight yards.

We use two defensive signals on an opponent's punts. These are *block* or *hold*. On both of these signals the center, guards, and the ends attempt to block the punt or at least put pressure on the punter (Diagram 3).

On *block* the tackles also attempt to block the kick. We attempt to block the kick by having the men shoot gaps and slip through quickly. The *block* signal is not used as frequently as the *hold* signal. It is used when we can reasonably expect the opponent's punt to come down inside our 20 yard line because the backs usually do not attempt to handle punts close to our goal line. If we have an unusually capable boy, we may make an exception.

On the *hold* signal we are playing for a good return. Our tackles attempt to straighten up the men who are blocking them. The inside backers-up drive in with the same objective. This straightening up process changes to a shoulder or body block as soon as the ball is kicked, in an effort to prevent downfield coverage. Our ends peel off in an effort to pick up our receiver if he should make a good return. The outside backers-up take the ends who are coming downfield and attempt to keep them to the outside while our receiver takes the punt and drives up the middle for as much quick yardage as he can get (Diagram 4).

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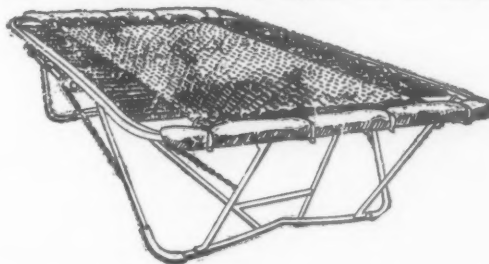
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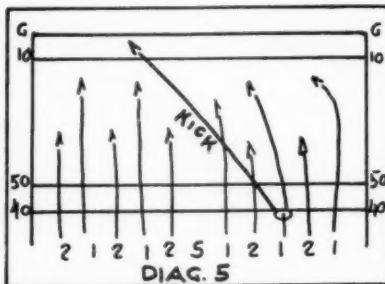


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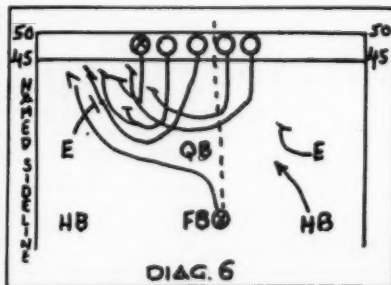
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Unless the time element makes scoring immediately imperative, we prefer to play for a good return when our opponents punt from near or behind their own goal line. We have had very good returns and gained valuable yardage with this system.

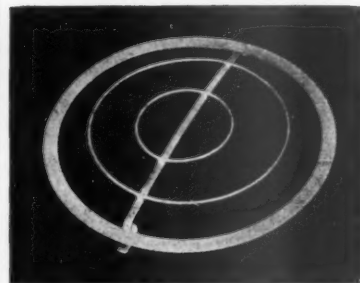
Our kick-off formation is simple. We use a flat kick-off, placing the ball on its side on one of the in-bound spots. The kick is then made at an angle, aiming at the far coffin corner (Diagram 5). The players count off by two just before the kick-off, with the players who are No. 1 proceeding downfield at top speed. The No. 2 players start slowly and come in about five yards behind, thus giving the effect of two waves of players. One player is designated as the safety man and he remains near midfield to prevent a break-away. This safety man does not take part in our counting off and our kicker is always a No. 1 man (Diagram 5). We have found that this method has made our kicks difficult to handle and it has held runbacks to a minimum.

Our kick-off return is based on the premise that we know where we are going to attempt to return the kick. The team huddles before the kick, and the quarterback indicates along which sideline the ball will be returned by naming the team occupying the bench on that side. In receiving a kick-off we use a 5-3-3 setup with our halfbacks and fullback deep and the ends and quarterback up. Our five linemen are spread in the required zone between the 45 and 50 yard lines. The player who receives the kick starts up the middle



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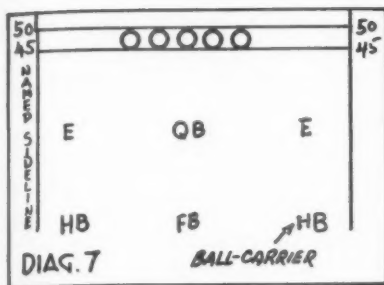
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and then veers to the proper sideline. The five linemen drop back 10 to 15 yards and then attempt to clear the named sideline (Diagram 6).

In case the kick is fumbled or mishandled the ball-carrier may use his own initiative and return for as much yardage as he can get. Our blockers are instructed not to look around to find the ball-carrier but to judge their actions from the reaction of the defense. When the defensive men start to close up the center in response to the ball-carrier's initial motion our blockers deploy to get a good blocking angle. This type of return is easy to learn and it is effective.

All of these fundamentals must be practiced, but their simplicity makes them easy for the boys to grasp and execute. Their success always depends on the skill with which the players block and tackle. The value of the systems themselves lies in the fact that each individual knows his responsibilities as part of a definite pattern.

After these basic patterns have been learned two extras are added. If things are going well, we may save these extras for a specific important game. However, if things are dragging and the boys need a lift, we may put them in for a touch of variety. In any case we like to teach the extras as soon as we can.

The first of the extras is a special kick-off return which involves a criss-cross or a fake criss-cross. In this new pattern the ball-carrier is always one of the halfbacks. When the sideline is named in the huddle the halfback on the opposite sideline automatically becomes the named ball-carrier (Diagram 7).

The fullback goes to his position carrying one thought. If he gets the ball, he crosses away from the named sideline, feeding the ball to the ball-carrier. If the ball-carrier receives the kick, he will cross with the other halfback, faking a hand-off and proceeding up the named sideline. If the opposite halfback gets the kick, he will cross with the ball-carrier

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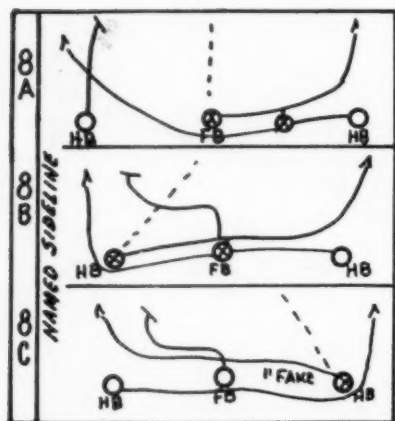
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and feed him the ball. Thus, we have three criss-cross possibilities on each kick-off (Diagram 8).

If a short man gets the ball or it is fumbled or mishandled, we get as much straight-ahead yardage as we can. Linemen block just as they do on our regular kick-off. Once we have learned the new pattern we usually discard our regular kick-off return and use it only when we have a ball game securely won.

Two things which must be stressed in teaching the new pattern are: 1.

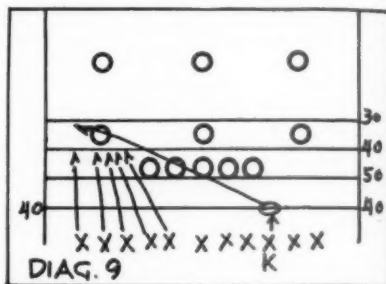
The ball-carrier must delay slightly if the other backs are to handle the kick. 2. The actual hand-off must be practiced until it can be done at top speed. We have found that the boys like this series, it keeps kicking teams cautious, and results in good yardage for us.

Our other extra is an on-side kick. We usually reserve this kick for a special game; however, it is not something to be saved for the last minutes of a losing ball game. We line up in our regular kick-off formation, but instead of kicking downfield the kicker kicks a soft angle kick across the field aimed at the far sideline of our opponents at about the 35 yard line. The kick-off team is loaded with our fastest boys and they are placed on the side away from our kicker (Diagram 9). Some of the boys who are used on this play receive little chance to play otherwise.

The on-side kick is used sparingly but a kick-off recovery on the opening kick of a tough ball game can be a very potent morale factor and a demoralizing influence on the opponents. The item that requires the most practice is the kick itself. It must be hard enough to get by the five men but not so hard that it goes

out of bounds or too deep before our players can get to it. It is a special skill that the kick-off man must work on a great deal before practice starts for the day.

On the whole we feel our approach to the kicking game is ideal for junior high school boys. We have a definite planned operation for any phase; however, there are no complicated plans for players to remember. We need spend little more time in this area than the coach who simply teaches lining up. The extra fundamentals have usually been taught in connection with some other phase of the game. Best of all, the boys like it, it works, and it is simple. Simplicity should be the keynote of junior high school football.



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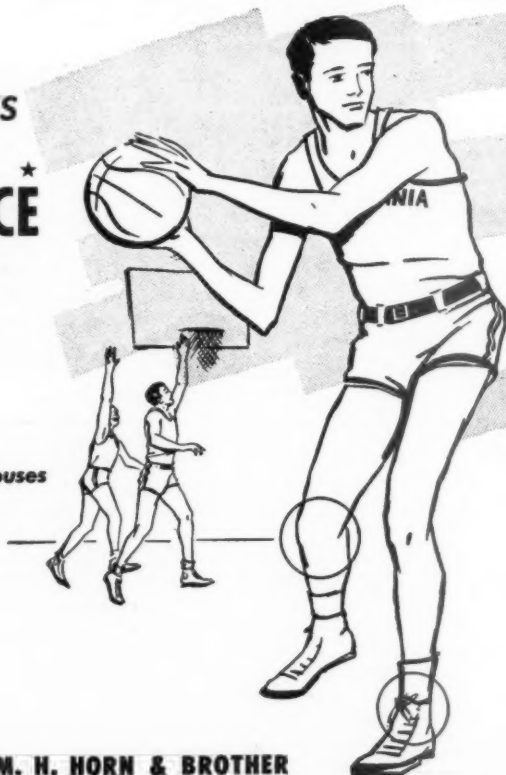


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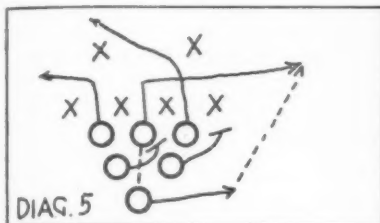
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The Short Punt

(Continued from page 18)

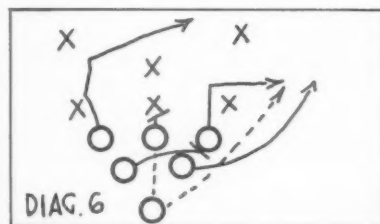
position after the shift.

Our quarterback takes his place behind the line, and is in either the right or left halfback spot, depending on which player is designated the tailback. We feel that the shift allows more variety and thus there is less chance for the defense to prepare for a particular play which is handled by a particular back. It may

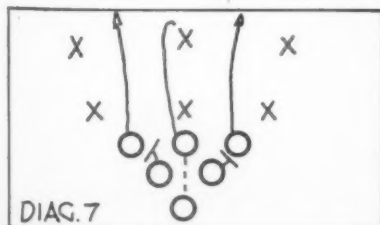


also add a momentary surprise when any back may be called on to run around and buck the line or throw a pass. The defense must be ready for any and all plays each time and the players do not have much chance to stunt and change positions.

Success in the execution of offensive plays depends on the mastering of three fundamentals. These are



timing in running the play, blocking, and ball-handling. We spend at least 30 minutes of each practice session on signal drill. The offensive lineup works together and the players go through these plays, both passing and running, to make certain they master each one thoroughly. After working together as a unit the experienced players are mixed with



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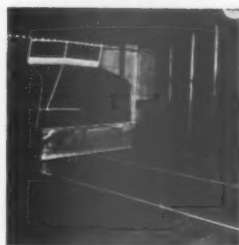
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the less experienced players. An experienced player will act as quarterback and call the plays.

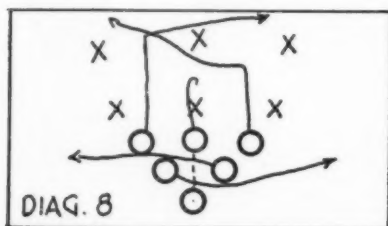
All players are required to learn the assignments of all positions on every play. Each player must know what the other players are doing. A player will never be downfield doing any blocking ahead of a play unless he knows what kind of a play

player ahead who can help him go all the way.

The second fundamental is blocking. To our players a block is successful only if the defensive man is taken off his feet. Any defensive player who is still on his feet is a potential tackler. If the block is made at about the time designated by the play, the defensive player who is blocked will seldom make the tackle. We use very few brush blocks. Most of our blocks are open field cross-body blocks. It is almost impossible to diagram plays and say the block will be made in a certain spot. Therefore, a blocker should be taught where the play is going, then he can carry out his assignment to keep the defensive player out of the ball-carrier's path.

The third factor is ball-handling. The ability to pass and receive passes is most important to a winning team. In a game requiring a clear pass all players must be capable ball-handlers. The center is most important in starting a play when he passes the ball back. He must pass the ball at precisely the right moment so that it is at the right place at the correct time and in proper position so that the back can

handle it without difficulty. A poor pass from center can ruin the chance of a good play. Our warm-up exercises in practice and before a game consist of passing drills where the centers and passers are rotated with the receivers. The passers and six receivers work with one center. Each passer starts by throwing a few short



it is and where it is going. We feel that this downfield blocking has helped us a great deal. Many times a player may experience little difficulty in executing his original assignment and thus be able to get downfield ahead of the play and block out the only man who might stop the runner from scoring. Morale is helped immensely when a ball-carrier gets in the open and finds a

JACK MITCHELL graduated from Oregon and then served three years in the Southwest Pacific with the army. After the war he returned to Oregon for graduate work before beginning his coaching career at Coburg. His teams have been undefeated for the past three years and have averaged 48 points per game.

passes and then as he warms up the throws can be lengthened. The passers alternate throws and after about 25 throws change with a receiver. Our centers change about as often. A great many fundamentals can be included in this drill and in addition it is fun for the players.

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PAT. PEND.

Basketball Manager

(Continued from page 22)

used can eliminate many of the coach's worries particularly on the day of a game. This check sheet has been used and should be revised each year so that it meets the needs of the individual school and the personnel available that year.

A continuous problem for the coach and his staff is the issuing and care of uniforms—game jerseys, pants, jackets, and sometimes sweat pants. Three methods are most generally used. The first method is to issue the uniform to the player for the entire season. This practice places the responsibility and care of the uniform upon the individual player who keeps it in his locker for the entire season. However, this procedure is not recommended.

The second method is to issue the game uniforms each game and collect them immediately after the game. The uniforms should be placed on hangers in a drying room as soon after the game as possible. This method necessitates the transporting of the equipment along with the continued handling, packing, and storing by the managers. Consequently, if the managerial staff is large enough to handle this work, this procedure is recommended. Better care of all uniforms is the result as they can be maintained in a neat, well-pressed, clean, and dry condition.

The third method, which is also recommended, places less work on the managers. It consists of having each player go to the drying room, either take his uniform himself or have it issued by a manager, then take it to the game. Use of traveling bags is of assistance as each player must also transport his shoes, socks, and supporter. After the game or upon returning from the trip, each player returns his uniform, properly hung on a hanger, to the drying room. Any further care and maintenance is done by the managers.

Complete rosters of all players, with the number of each item signed out to the individual player should be in the hands of the coach and managers, and an additional copy should be posted for the players' reference.

When the coach works with his managers, particularly early in the season, using a set of instructions such as has been suggested, later on in the year he will recognize the fruits of his efforts.

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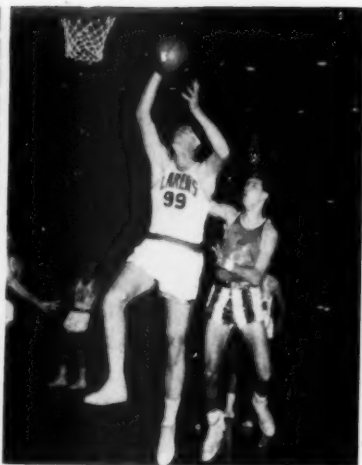


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Strains and Sprains

BY DR. H. B. GOODELL

Athletic Trainer, South Dakota School of Mines

EFFECTIVE treatment of athletic strains, sprains, and contusions is one of the problems that faces the athletic trainer. To meet this problem, the treatment to be described in this article was devised and has been used exclusively for the listed athletic injuries since 1950, with the exception of the use of Mephenesin (better known by some as Tolserol) which was added to the treatment only through the school year 1953-1954.

The treatment is administered in the following steps:

We diagnose the degree of damage as correctly as possible.

Immediate treatment is started which consists of applying compres-

Two hours after the first administration of ascorbic acid, the patient is given two 0.5 gm tablets of Mephenesin in the form known as Tolserol with a glass of milk. For the next 36 to 48 hours, one 0.5 gm tablet is given every four hours with a glass of milk. Mephenesin must be given under prescription only.

We require the injured area to be kept immobile for the first 24 hours.

After 24 to 48 hours, passive exercise is instituted along with heat treatment. For superficial injuries, whirlpool and infra-red are used. For deep contusions or joint sprains of severe nature, diathermy is applied daily at low intensity for 12 to 15 minutes for the first few treatments; later, the time and intensity are increased. Between the physiotherapy treatments, analgesic packs are applied continuously.

If the injury is not too severe, the patient is instructed to exercise the injured area actively. The judgment of the team physician determines how intense the activity is to be from day to day. The exercise program is continued until recovery is complete.

The physiotherapy treatment continues until recovery is complete. These treatments include vibration, massage, heat, analgesic packs, galvanic sinusoidal current, diathermy, passive and active exercise, whirlpool, and manipulation as described by Dr. James Mennell in volumes I and II of his book *The Science and Art of Joint Manipulation*.

For all back injuries which are x-ray negative, we have used the manual stretching exercise which is described in the *First Aider Digest* put out by the Cramer Chemical Co., Gardner, Kansas, pages 37, 77, and 88. In our 25 years of coaching and training athletes, we have found no other one treatment for low back troubles that has paid such high dividends in restoring normal function.

The treatment described for sprains, strains and contusions of all types has saved us many lost hours by athletes in the past four years. Over the years, we have tried many treatments including portions of those described in combinations, time elements, and intensities.

HAROLD GOODELL graduated from the University of Washington in 1930 and has been located at only one school, his present location. In addition to his present duties as professor of physical education, athletic director, and track coach he has coached boxing and wrestling and assisted with football. Goodell has written a number of articles and has lectured at a good many coaching schools.

sion as quickly as possible, except in cases of evident fracture.

We treat for shock if it is present.

Next, ice packs are applied in the manner best applicable to the area involved for 30 to 40 minutes, depending on the magnitude of the area.

An x-ray of the area is secured if there is any question of a fracture. Approximately 85 per cent of all injuries sustained by our athletes at the South Dakota School of Mines and Technology are x-rayed.

When the x-ray is pronounced negative we start on our program of extended treatment.

We begin by administering ascorbic acid. First the patient is given four to eight 100-milligram tablets orally with a glass of water. He is given a second dose of four to eight ascorbic acid tablets 10 to 12 hours later with a glass of water.

The procedure described has been by far the most satisfactory program of treatment for these injuries. We have tried novocaine injections and diffusion injections as described in many manuals for the treatment of charley horses and sprained ankles with varying results—on the whole unsatisfactory.

Comments and suggestions on our procedure are invited from those who care for athletic injuries. The constant search for better methods of care for athletic injuries must never cease.

Rule Defense

(Continued from page 13)

our rule defense to some popular surprise spread variations. We think it offers a pretty good spur of the moment defense.

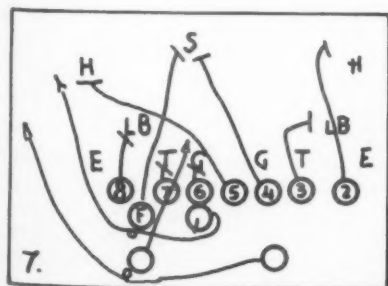
To summarize, we believe that because confusion is the worst enemy in defending a spread, it is valuable for a team to have a defense which it can go into immediately in order to cope with the surprise spread so often encountered. A rule defense can *naïl down* a sound coverage for almost any spread and avoid this confusion. Once the rules have been assigned and applied in practice, a coach can rest assured that his team will make an intelligent adjustment to any spread situation. Thus, the coach has a defense that may not be perfect but is fairly sound regardless of how the opponents scatter.

Unbalanced T

(Continued from page 20)

rush either the quarterback or the halfback frequently. Thus, the coach is able to check the quarterback's footwork and faking as well as the halfback faking in the drill. The fake of the quarterback and left halfback on the dive are of prime importance to the success of the keep play.

After faking to the left halfback, the quarterback looks down the nose



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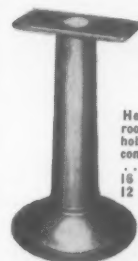
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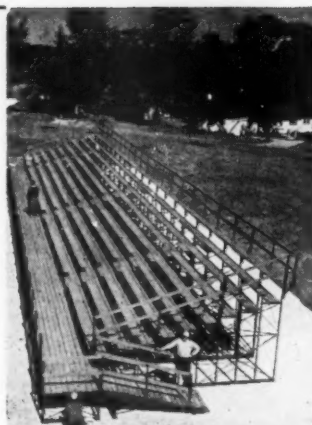
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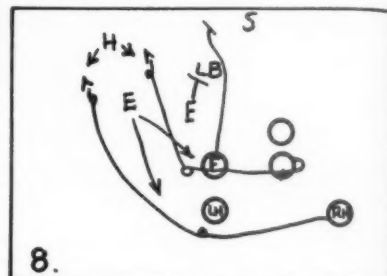
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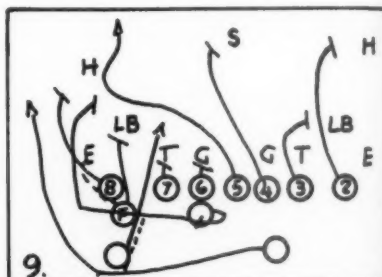
of the defensive end and fakes a toss to his right halfback who is running parallel to the quarterback. The fake is made in the hope that the defensive end will go for it. Hence the quarterback is able to keep the ball, get to the defensive halfback, and play him in the same manner as he did the defensive end.



In the keep play the fullback is assigned to block the safety man. Sometimes when the team meets a tough linebacker the end should be instructed to ask for help from the fullback. Then the safety man is assigned to the free man on the strong side of the line.

Also, if the defensive end crashes consistently, forcing the quarterback to give, then the offensive end goes directly on the defensive halfback with the fullback blocking the linebacker. This play is shown in Diagram 9.

With power assembled to the left we needed the counter play, shown



in Diagram 10, to keep the defense from undershifting to meet the strength in our offense. Our fullback is assigned to trap the strong-side defensive guard. Our left halfback takes one step with his left foot as if to dive, and then drives off that foot, taking the hand-off behind the quarterback. The course taken by the halfback favors the two-on-one block

CORRECTION . . .

Due to a typographical error in the September issue the number of pages in Larry Griswold's book, *Trampoline Tumbling*, was printed as 720 pages instead of 120 pages which it should have been.



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TRAMPOLINE TUMBLING

By LARRY GRISWOLD

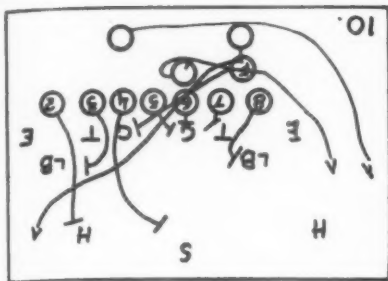
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of the No. 5 man and the center. Once through the hole, the halfback breaks to the far sideline to pick up the blocker from the strong side.

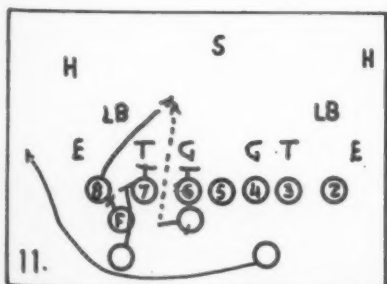
From this same formation the passing situations are abundant, due to the proximity of three receivers to the line of scrimmage (Diagram 11). One of the more simple pass situations which is called our quickie pass is shown in Diagram 11. This was an automatic play called by the quarterback. The left end comes in

BILL WALL graduated from California and began coaching at Lake Shore High School, St. Clair Shores, Michigan. After two years he moved to Niles, Michigan, High School as an assistant. For the last two years he was head coach at Central Catholic High School, Alpena, Michigan and this past summer joined the staff of the Toronto Argonauts.

at a 45° angle and is hit by the quarterback because he is directly over our center.

Some teams we played against tried to load up to stop this weak-side attack and when they did our strong-side dive play, which is more effective than the weak-side dive, clicked to our advantage.

From this formation we use the keep play to the strong side. It is just as effective run to the strong side as it is when it is run in the other direction.



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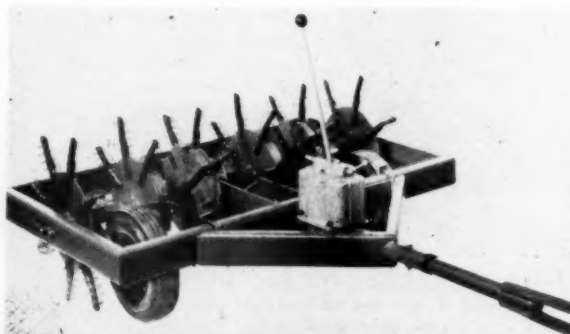
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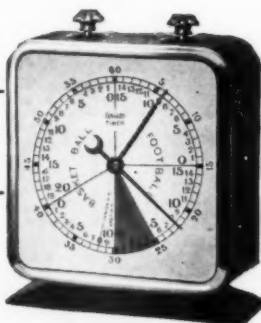
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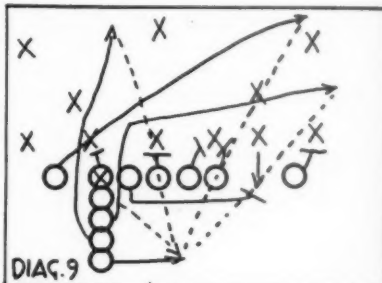
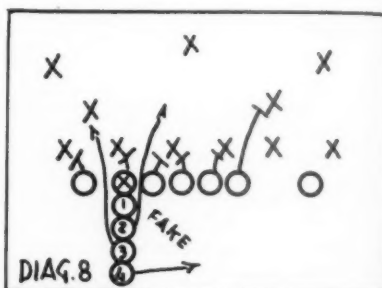


All Handle the Ball

(Continued from page 34)

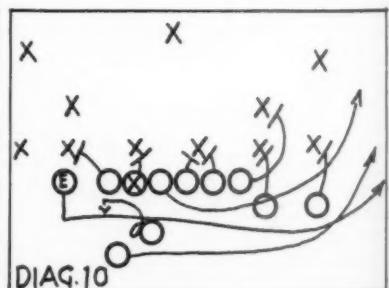
takes the pitch-out from the guard around the weak-side end.

As a means of keeping our opponents off balance we line up in an unbalanced variation of the I formation which we call *lucky seven* because it resembles an inverted seven. A few plays are run from this formation, utilizing some of our linemen as ball-carriers. Key plays in this series are shown in Diagrams 6 through 9.



In the play shown in Diagram 6 B is a fast man who was switched into the line for this series. The quarterback hands off to the right. Teams usually overshift to meet this series.

The play which is shown in Diagram 7 is similar to the one shown in Diagram 6, but the backs fan out



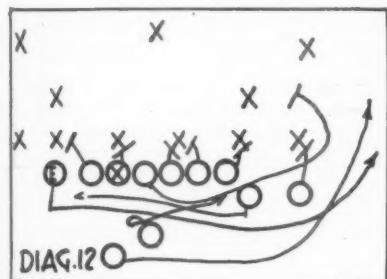
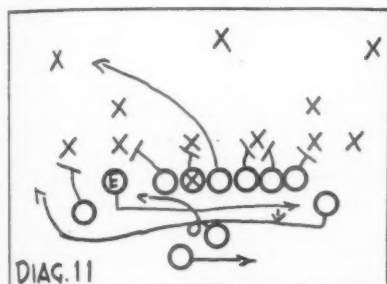
and flood the weak side. There are four options for a forward pass.

Diagram 8 shows a criss-cross buck, giving to either No. 2 or No. 3, depending on the defensive position and the call in the huddle. Number 1 fakes a pitch-out to the No. 4 back.

Diagram 9 shows a fake criss-cross with the pitch-out to the No. 4 back who has the option of running or throwing a pass.

From the plays shown in Diagrams 1 through 9 it is quite evident that we are pressuring the opposing team's weak side. When they start to compensate and undershift on us then we shift into our single wing with an unbalanced line.

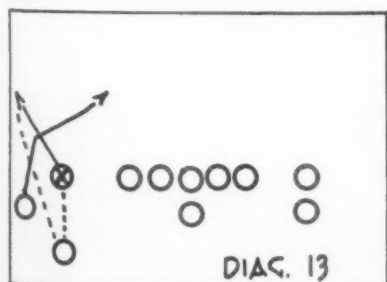
From our single wing attack we also use our ends as ball-carriers by



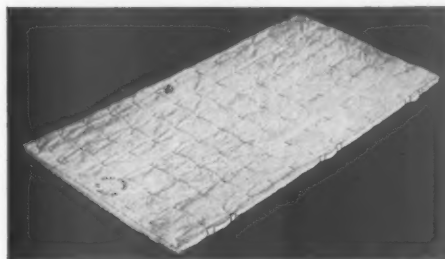
means of reverses and double reverses as shown in Diagrams 10, 11, and 12.

Diagram 10 shows a play in which the fullback spins and hands off to the end who runs around the strong-side end.

A double reverse from the fullback, to the end, to the wingback



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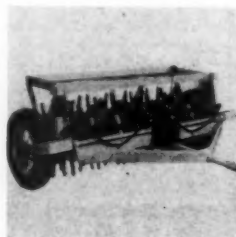
IN EQUIPMENT AND IDEAS

For further information see Service Coupon, page 64



S EAMLESS Rubber Company, that ever-progressive outfit, has come up with an experimental football that might well revolutionize the game. As will be noted, this ball has raised ribs. The ball was shown extensively at coaching clinics this past summer and received a great deal of favorable comment. The raised ribbing lends itself to a better grip both in ball-handling and catching. Coaches who have used it feel it is easier to kick and to pass. Seamless Rubber Co., New Haven 3, Conn.

THE "Grasslan" aerifier is a tractor drawn model that gives gang-width coverage with a single unit and is designed for large areas of athletic and play fields. The "Grasslan" cultivates a six-foot swath and is equipped with two hydraulic cylinders for raising and lowering the cultivating reel. It is easy to transport and its simple, rugged design assures many years of use with a minimum expense for upkeep. Rigid construction and built-in disc weights provide uniform cultivation of the wide swath. West Point Products, West Point, Pa.

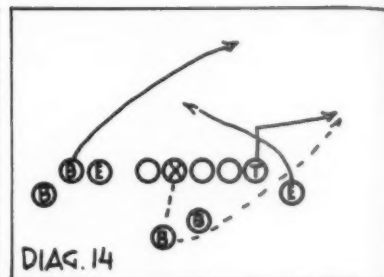


PICTURED here is a one-piece solid cast steel ring that fits inside the goal with one clamp fastener. Its purpose is to aid in practicing shooting, rebounding, and tip-ins. Called the "Re-Bound-R" basketball practice ring, it can be installed or taken out of a basketball goal in a few seconds. It comes in two sizes, 10" for high schools and colleges, and 13" for elementary schools. The ring is nicely finished and painted orange. Denmark Steel Products Co., Denmark, Wisc.

THESE Dedoes automatic batting robots are truly amazing and we can't praise them too highly. Pictured here is the small game room model that sells for \$19.50. A larger model sells for \$29.50 and the "Professional" model which pitches 600 balls per hour sells for \$79.50. The company has prepared a short sound film in color to show the many uses to which these machines are put to work in schools around the country. Dedoes Industries, 2070 W. Eleven Mile Road, Berkley, Mich.



THE new Fall and Winter Spalding catalog is a real beauty. The catalog's 50 colorful pages feature newer and better Spalding equipment in all major fall and winter sports including football, basketball, skiing, boxing, badminton, soccer, squash rackets, volleyball, track and field and softball. Featured are Spalding's J5-V football with "Control-It" and the new one-piece molded football helmets. The new helmets and shoulder and hip pads are equipped with the sensational new "No-Shock" vinyl padding. The catalog also features a complete line of junior high school and midget team equipment. A. G. Spalding and Bros. 161 Sixth Ave., New York 13.



is shown in Diagram 11.

Diagram 12 shows a double reverse from the fullback, to the wingback, to the end.

To maintain interest in our practice drills, our linemen use scooping-the-ball relays which are also good morale builders. These paid off with five touchdowns last year by our tackles.

Our final effort in getting all linemen in the act is to insert a couple of tackle-eligible pass plays and a spread formation, with the center being eligible for a forward pass (Diagrams 13 and 14).

MARTY FISCHBEIN graduated from Panzer College and began coaching at Fair Lawn, New Jersey, High School. In seven years at Florence his teams have lost only seven games out of 64 played. Over the past four seasons his teams have lost only two games and at the start of this season had a winning streak of 12 going.

Many pass options can be worked from a spread similar to the one which is shown in Diagram 13. We use a few and then come back with a pass to our center who is usually open.

Diagram 14 shows a simple tackle-eligible pass situation which is accomplished by dropping the end back and bringing up the back on the opposite side.

The purpose of this article has not been to indoctrinate anyone, but merely to explain some of the methods we use to give our boys as much fun as possible while they are playing the great game of football.

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Our Side of the Story

(Continued from page 16)

1953 that the average number of fatalities per 100,000 exposures for high school football players is only 1.479. For colleges the figure is 2.280.

There is no direct way of comparing the number of fatalities due to athletics as against the number of fatalities caused by automobile accidents. However, it is interesting to note that 27 per cent of the automobile fatalities in 1953 were caused by drivers under 25 years of age.

Unfortunately, the few fatalities receive widespread newspaper coverage. At the same time columnists, medical and otherwise, are writing their syndicated columns using the general theme "no boy of mine will ever play football."

The result is an ever-growing feeling among parents that the athletic field is no place for their child. All of the advantages of athletics may be pointed out yet they fall on deaf ears because of the preconceived idea of the danger of athletics.

It is the duty of every coach and athletic administrator to correct this misconception by presenting the true picture. The facts should be presented at student assemblies, at pep rallies, at parent teachers meetings, and in interviews with the press or radio and TV commentators. The others are telling their story. We should tell ours or at least make certain that the public receives a fair presentation of the facts. Ours should not be a difficult story to tell because the statistics are on our side.

I'm Gonna Try

"I'm gonna try to play the game, and play it hard, and play it fair. I may not win, but just the same I'm gonna try and do my share. I may not always meet the test as well as some more clever 'guy' but while my heart beats in my chest, I'm gonna try.

"I'm gonna try to stand the gaff, yet keep my nerve; I'm gonna seek to love and work and play and laugh, never show no yellow streak, I'm gonna struggle to be kind, and not grow hard of face and eye. I'll flop at times, but never mind, I'm gonna try.

"I'm gonna try to be a friend that folks can trust and who they know will be the same way to the end, whether the luck runs high or low. I'll hitch my wagon to a star, and set my goal up in the sky; and though I may not get that far, I'm gonna try."

—(Author Unknown)

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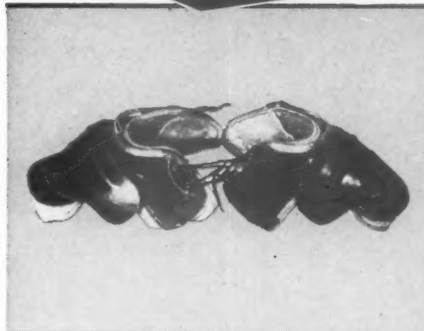
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